स्टेट इनिशिएटिव फॉर क्वालिटि एज्यूकेशन
आदर्श विद्यालय योजना

राजस्थान

**DRAFT**

बुनियादी अवधारणाओं एवं
दक्षताओं पर आधारित

# विशेष अधिगम समर्थन सामग्री

2016-17

विषय : अंग्रेजी

कक्षा - 1

राजस्थान माध्यमिक शिक्षा परिषद्
माध्यमिक शिक्षा विभाग, राजस्थान सरकार
बोध शिक्षा समिति एवं यूनिसेफ द्वारा विकसित

## सहयोगी संस्थाएँ

निदेशालय-राजस्थान

राजस्थान माध्यमिक शिक्षा परिषद्

एस.आई.ई.आर.टी., उदयपुर

बोध शिक्षा समिति

यूनिसेफ, जयपुर

# Special Support Teaching Plan

1

## Part-A

This package is for children who are not able to identify the letters and understand simple sentences. It consists of different activities for listening with understanding, speaking with confidence, reading with comprehension and writing that will bridge the learning gap and ensure accelerated learning. The plan is given as per weeks which are suggestive; based on the need and level of students plan can be changed. Additionally, reading material (rhyme, flashcards, and short sentences) is given for reference.

Teachers are requested to read the plan and organize the material before making their own plan as per the need of the group. While introducing any letter or word, showcase flashcards of commonly known name of vegetable, fruit, body parts, animal name, and name of thing etc. Worksheets are also given week-wise. Naming convention has been used to organise the worksheet and reading material, which is given below:

L1- Level 1

W1- Week 1

W2- Week 2

W3- Week 3

W4 – Week 4

AW 1- Assessment Worksheet and so on

R1/W1- Reading 1/Week 1 and so on

P1/W - Practise sheet/Week 1 and so on

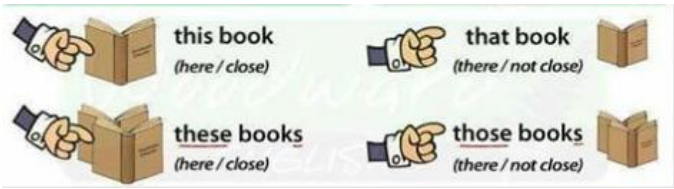
### *Using the worksheets*

Week-wise detailed plan is provided for each class along with worksheets. Before using the worksheet in class read the following points:

- Do not give worksheet without covering the concept.
- After giving the worksheet make sure that all the students write their name.
- Explain the questions and discuss about the worksheet.
- If any student is not able to complete the worksheet then give it again.

❖ Check the practise worksheet and give feedback to students about their performance and areas of improvement.

## *Extra Support Teaching Plan- Grade 1 and Early Grade 2*

| Level 1 | | |
|---|---|---|
| **Month 1** | **Target:**<br>➢ Sing rhyme with teacher's help<br>➢ Understand and follow simple instruction<br>➢ Catch the sound of letters (a-z) and read (a-z) letters<br>➢ Introduction of pictures with the letters to be introduced<br>➢ Write the small and capital letters of the alphabets in four-line<br>➢ Narrate a story on the picture in mother tongue (picture will have words starting with)<br>➢ Self-introduction using simple sentence structure<br>➢ Reading of short paragraph/sentences (imitative reading)<br>➢ Share experience using keywords of English<br>➢ Introduction of pronoun and simple sentence structure for example: I like…this is….that is …. in spoken and written form | |
| **Week** | **Activity** | **Worksheet** |
| 1 | **Rhyme: Head, shoulder, Knees and Toes**<br>a) Teacher will sing the rhyme and students will follow.<br>b) While reciting the rhyme focus on the sound of letter you wish to introduce. Write the words on board; head, toes, nose, punch.<br>**Self- Introduction**<br>a) Model how you introduce yourself using:-<br>My name is…My mother's name is…..my father's name is….<br>b) Write the above structure on board and pair them up and encourage them to introduce each other. Teacher will take round, observe and help.<br>**Introduction of letter**<br>a) Introduce the letter with the help of flashcards (you may take more than one letter). While introducing letters, speak simple questions for example: what is this? And encourage children to respond using this is / that is….Elicit student's response on board.<br>This is used when the object is close, and that is used when the object is not close.<br>  <br> | L1/R1/W1<br><br>Annexure 1 |

| Level 1 | | |
|---|---|---|
| | b) Write the word on board and encourage students to catch the first sound of letter and pronounce the word with teacher's help. (H, A, T, I, P, N) Relate the knowledge of sound with the mother tongue.<br>**Activity**(to enhance practise)<br>In groups, give the flashcards of letter/words and picture and ask them to match the same. Simple instruction to be given in English like what is this?<br>Distribute flashcards randomly and ask them to find pairs.<br>Distribute flashcards and teacher will either show the picture or tell the name of picture and student have to show the letter/word or picture.<br>**Introduction of Reading**<br>c) Reading of letters and three letters words and vocabulary words followed by simple sentence reading using this/that.<br>d) Finger reading of simple words sentences with teacher's help.<br>**Activities**(to enhance reading practice)<br>In groups, give reading cards to students and ask them to read.<br>Give letters and picture cards and ask children to match it.<br>Give composing stick to make simple sentences learnt (with help) and spelling learnt.<br>Composing stick example:<br>This \| is \| a \| hut<br>**Introduction of writing**<br>e) Introduce the mechanics of writing small and capital letter of the alphabet (H, A, T, I, P, N) in four-line.<br>**Activities** (to enhance practise)<br>Teacher will dictate the word and students write the word/letter in four-line<br>Four-line practise sheet to be given as homework.<br>Make dice with letter H, T, P, N and cards of word family (at, ip, it). Students will sit in group and roll the dice and make word with word family and write in four-line. | L1/R2/W1<br><br>L1/P1/Tracing/W1<br>(Annexure 2)<br><br>L1/R2/W1<br>L1/P2/H A T/W1<br><br>L1/P3/ H A T/W1<br><br>L1/P4/ I P N/W1<br><br>L1/P5/ I P N /W1<br><br>L1/P6/AW1/W1 |
| 2 | **Rhyme** (c is for cat ccc cat….h is for hut hhh hut… )<br>a) While doing the rhyme focus on the sound and building the vocabulary word through rhyme. Write words on board and focus on initial sound of letter.<br>**Introduction of letters**<br>b) Introduce the letter and the sound of the letter with the help of | L1/R1/W2<br><br>Annexure 1 |

| Level 1 | | |
|---|---|---|
| | flashcards (you may take more than one letter). While introducing letters, speak simple questions for example: what is this? And encourage children to respond using this is ….Elicit student's response on board.<br>c) Write the word on board and encourage students to catch the first sound of letter and pronounce the word with teacher's help. (C, G, E, S, H, A, T, I, P, N) Relate the knowledge of sound with the mother tongue.<br>d) While introducing the words like animals name, fruits/vegetable name, introduce the sentences structure I like….<br>**Activities** (to enhance practice)<br>In groups, give the flashcards of letter/words and picture and ask them to match the same. Simple instruction to be given in English like what is this? While asking questions among themselves, students should speak simple question and respond in simple sentence.<br>Distribute flashcards randomly and ask them to find pairs.<br>Distribute flashcards and teacher will either show the picture or tell the name of picture and student have to show the letter/word or picture.<br>Sit in a circle and pass ball to one student and encourage him/her to speak using I like…….(words learnt)<br>**Introduction of Reading**<br>a) Reading of letters three words with teacher's help.<br>b) Reading of simple lines consisting of three letter words and I like…<br>**Activities** (to enhance reading practise)<br>In groups, give the same text along with short story and teacher read the word by placing finger and students read along with the teacher.<br>In groups, give the picture card and ask them to narrate a story on the picture card.<br>**Introduction of writing**<br>a) Introduce the mechanics of writing small and capital letter of the alphabet.<br>**Activities** (to enhance practise)<br>a) Dictate the words in four-line<br>b) Practise sheets to be given at home to copy simple sentences or word/letter<br>c) Make dice with letter H, A, T, I, P, N, C, G, E, S, K, M and cards of word family (at, ip, it, in, et, en). Students will sit in group and roll the dice and make word with word family and write in four-line. | L1/R2/W2<br>L1/R3/W2<br>L1/R4/W2<br>Annexure 3<br>L1/P7-Tracing/W2 (Annexure 2)<br>L1/P8/ C G E/W2<br>L1/P9/ C G E S/W2<br>L1/AW2/W2<br>L1/P10/S K M/W2<br>L1/P11/S K M/W2 |

| Level 1 | | |
|---|---|---|
| 3 | **Rhyme** (Ding, dong, bell….)<br>a) While doing the rhyme focus on the sound and building the vocabulary word through rhyme. Write words on board and focus on initial sound of letter.<br>**Introduction of letters**<br>b) Introduce the letter with the help of flashcards (you may take more than one letter). While introducing letters, speak simple questions for example: what is this? And encourage children to respond using this is/that is ….Elicit student's response on board.<br>c) Write the letter on board and encourage students to catch the first sound of letter and pronounce the word with teacher's help. ( K, M, D, R, O, C, G, E, S, H, A, T, I, P, N) Relate the knowledge of sound with the mother tongue.<br>**Activities** (to enhance practise)<br>Distribute the flashcards and pass the ball. Wherever you pause ask question 'what is this?' and students is expected to respond using 'this is..' and when you instruct them to use 'I like..' they will frame sentence using I like…<br>Randomly give cards to students and ask them to write the word/letter in four-line.<br>Give flashcards of letters/words/pictures and students will categorize them.<br>**Introduction of reading**<br>As a subgroup activity or activity that can be integrated during core classroom hours, short story books can be introduced.<br>**Activities** (to enhance the practise)<br>Give students cards of family words and letters and encourage them to make three letter words.<br>In groups, read the picture and arrange the picture in logical sequence.<br>**Introduction of writing**<br>b) Introduce the mechanics of writing small and capital letter of the alphabet.<br>**Activities** (to enhance practise)<br>d) Dictate the words in four-line<br>e) Practise sheets to be given at home to copy simple sentences or word/letter<br>Make dice with letter H, T, P, N, C, G, E, S, K, M D, R, O, Q, L, F and cards of word family (at, ip, it, in, et, en, ot, op). Students will sit in group and roll the dice and make word with word family and write in four-line. | L1/R1/W3<br><br>Annexure 1<br><br>Annexure 3<br><br>L1/R2/W3<br><br>L1/P12-Tracing/W3 (Annexure 2)<br>L1/P13/D R O/W3<br>L1/P14/D R O/W3<br>L1/P15/Q L F/W3<br>L1/P16/Q L F/W3<br>L1/AW3/K D M R O Q/W3 |

| Level 1 | | |
|---|---|---|
| 4 | **Rhyme** (baba baba black sheep…)<br>a) While doing the rhyme focus on the sound and building the vocabulary word through rhyme. Write words on board and focus on initial sound of letter.<br>**Introduction of letters**<br>a) Introduce the letter with the help of flashcards (you may take more than one letter). While introducing letters, speak simple questions for example: what is this? And encourage children to respond using this is ….Elicit student's response on board.<br>b) Write the letter on board and encourage students to catch the first sound of letter and pronounce the word with teacher's help. (Q,L, F, B, U V, Y, J, W, Z, X, K, M, D, R, O, C, G, E, S, H, A, T, I, P, N) Relate the knowledge of sound with the mother tongue.<br>**Activities** (to enhance practise)<br>Look at the picture card and choose appropriate word to describe the picture in words<br>In groups, give the flashcards of letter/words and picture and ask them to match the same. Simple instruction to be given in English like what is this?<br>Distribute flashcards randomly and ask them to find pairs.<br>Distribute flashcards and teacher will either show the picture or tell the name of picture and student have to show the letter/word or picture.<br>Sit in a circle and pass ball to one student and encourage him/her to speak using I like…/I do not like….(words learnt)<br>**Introduction of reading**<br>c) Reading of simple letters, simple words and simple sentence<br>d) Reading of simple pictures and identifying the name of things<br>**Activities** (to enhance practise)<br>Give composing stick to students and ask them to make simple sentence using the structure learnt.<br>In groups, given them simple sentences and pictures and ask them to match and arrange in logical sequence.<br>Picture reading- Students will be encouraged to speak on the picture using keywords and teacher will frame simple sentence using this is, that is, I like….<br>Short reading text can also be used by teacher to enhance the practise of reading with comprehension. While using the text, | L1/R1/W4<br><br>Annexure 1<br><br>L1/R2/W4<br><br>Annexure 3<br><br>L1/R3/W4 |

| Level 1 | | |
|---|---|---|
| | discuss on the title of book and let students predict the story. Write the new words occur in the story on board.<br>**Introduction of writing**<br>c) Introduce the mechanics of writing small and capital letter of the alphabet.<br>**Activities** (to enhance practise)<br>f) Dictate the words/ simple sentence in four-line<br>g) Practise sheets to be given at home to copy simple sentences or word/letter<br>h) Give family cards to students and ask them to categorize and copy the same.<br>i) Write letters in circle and make four such circles. Ask students to drop pulses and the circle which has more pulses will be target circle to make three letter words. | L1/P17-Tracing/W4 (Annexure 2)<br>L1/P18/B U V Y/W4<br>L1/ P19/J W Z X/W4<br>L1/AW4/W4<br>L1/AW5/W4 |

| L1/R1/W1 |
|---|
| Head, shoulder, Knees and toes,<br>knees and toes, knees and toes<br>Eyes, ears, mouth and nose,<br>Mouth and nose, mouth and nose<br>Jump, jump, jump<br>Let us all jump<br>Jump, jump, jump<br>Get your body pumped<br>Head, shoulder, Knees and toes,<br>knees and toes, knees and toes<br>Eyes, ears, mouth and nose,<br>Mouth and nose, mouth and nose<br>March, march, march<br>Let us all march<br>March, march, march<br>Get your muscles charged<br>Head, shoulder, Knees and toes,<br>knees and toes, knees and toes<br>Eyes, ears, mouth and nose,<br>Head, shoulder, Knees and toes. |

**Vocabulary word:**

Head, Shoulder, Eyes, Mouth, Knees, Toes, body

Discussion questions:

1. Name the body parts that revised in rhyme.
2. How many eyes do you have?
3. What we do with nose?

**L1/R2/W1**

| | | | | |
|---|---|---|---|---|
| pat | hat | tap | tin | pin |
| tip | hip | hit | pit | |

a) This is a hen. b) This is head. c) This is a hat.
d) That is pin. e) This is a tin f) This is a hip.
g) This is a tip h) This is a hut. i) This is a horse.
j) This is a hand. k) That is an ant. l) That is an apple.
m) That is an aeroplane. n) That is a tap. o) That is a tree.
p) That is a tiger. q) That is a table. r) That is a tub.

**L1/R1/W2**

C is for cat, ccc cat
c is for cup, ccc cup
c is car, ccc car
h is hut, hhh hut
h is hen, hhh hen
t is top, ttt top
t is for tea, ttt, tea
g is for gun, ggg gun
g is for goat, ggg goat

**Vocabulary word:**

Name of things starting with the sound of letter.

**L1/R2/W2**

| | | | | |
|---|---|---|---|---|
| Hat | Cat | Sat | Pat | |
| Tin | Bin | Pin | Sin | |
| Tip | Hip | Sip | | |
| Get | Pet | Set | Net | |
| Hen | Pen | Ten | | |
| Hit | Sit | Pit | | |
| Pig | | | | |

**Read simple line and ask simple questions**

a) The cat is fat. The cat is on mat. The cat is wearing a hat. Look at the fat cat!

Q.1 The cat is…..

Q.2 The cat is on…..

Q.3 The cat is wearing a……

b) An elephant walks

Like this and that.

He is so tall

and so fat.

He has no fingers,

he has some toes,

But oh! my goodness,

What a big nose…

Q.1 The elephant is …….

Q.2 Elephant has no……..

Q.3 Elephant has a big ……

**L1/R3/W2**

| | | |
|---|---|---|
| I like cat. | I like hat. | I like hen. |
| I like grapes. | I like elephant. | I like sun. |

**L1/R4/W2**

| | | |
|---|---|---|
| I can hop.<br>Pop cannot hop.<br>See me hop on the dots. | I can hop on top<br>of a mop.<br>See me hop on a mop. | I can get a mop and<br>hop on the dots.<br>Hop, hop, hop. |
| Can I hop on top<br>of a pot? | No, I cannot hop<br>on a pot.<br>The pot is too hot! | I can hop on Pop.<br>See me hop on Pop. |

| L1/R1/W3 |
|---|
| Ding, dong, bell,<br>pussy is in the well,<br>who put her in?<br>little Karan thin<br>Who pulled her out?<br>Little Manan stout |

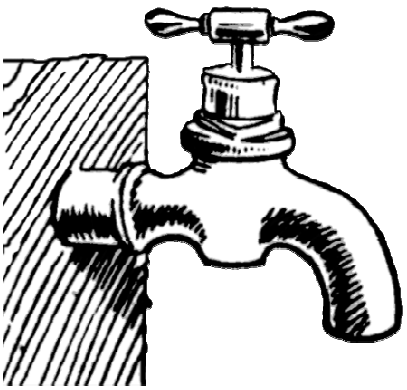
| L1/R2/W3 | | | | |
|---|---|---|---|---|
| Hot | Pot | Got | Rot | |
| Hop | Top | Sop | Mop | |
| Hat | Cat | Sat | Pat | |
| Tin | Bin | Pin | Sin | |
| Tip | Hip | Sip | | |
| Get | Pet | Set | Net | |
| Hen | Pen | Ten | | |
| Hit | Sit | Pit | | |
| Pig | | | | |

| L1/R1/W4 |
|---|
| Baba baba black sheep,<br>have you any wool?<br>Yes sir, yes, sir,<br>three bags full.<br>One for my master,<br>one for my dame,<br>one for the little boy,<br>who lives down the lane. |

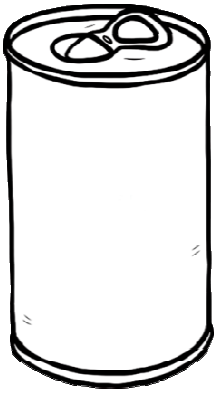
| L1/R2/W4 | | | | |
|---|---|---|---|---|
| Hot | Pot | Got | Rot | Lot |
| Hop | Top | Sop | Mop | |
| Hat | Cat | Sat | Pat | Bat |
| Tin | Bin | Pin | Sin | Win |
| Tip | Hip | Sip | Lip | Zip |
| Get | Pet | Set | Net | Bet |
| Hen | Pen | Ten | Men | |
| Hit | Sit | Pit | | |
| Pig | Big | Fig | | |
| Cup | Pup | Nut | Cut | Hut |
| Fan | Pan | Van | Man | Tan |

| L1/R3/W4 |
| --- |
| 1. My brother Ted has a big red bed.<br>2. Ben has a hen that he called Ken.<br>3. Ben has ten of everything- ten trains, ten cars, ten socks.<br>4. Today I met a monkey; a monkey I met.<br>5. If you let your pet fly a jet, he will fly it to the moon.<br>6. I met a man and a man met me.<br>7. I got a pot, I got a hot tea.<br>8. My dog and I sat on a log.<br>9. I put socks on a fox, and put him in a box.<br>10. Bob has a job, washing the dog.<br>11. There is a bug on the flower bud.<br>12. I am looking at my little cat.<br>13. My fat cat sat on a big fat mat.<br>14. I am mad at my dog.<br>15. My cat is very sad today.<br>16. A man ran down the road.<br>17. I know a pig who is so big. |

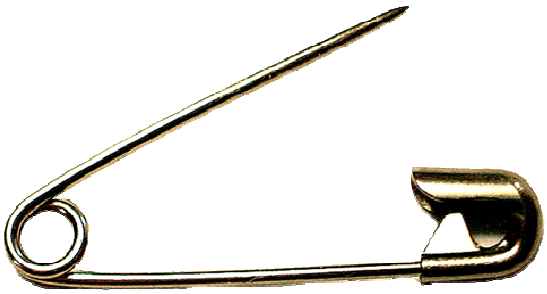
**hat**



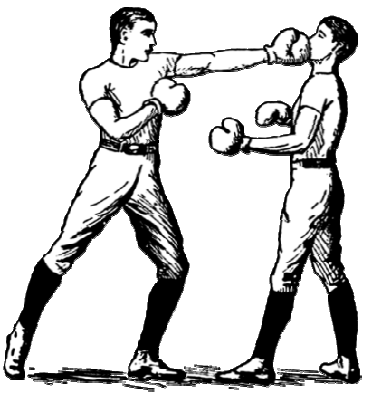
**tap**



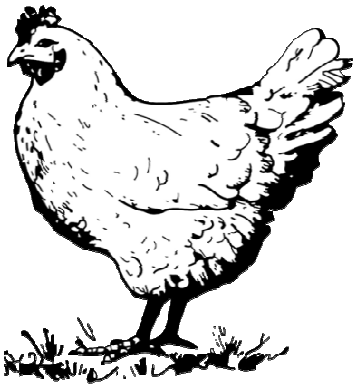
**tin**



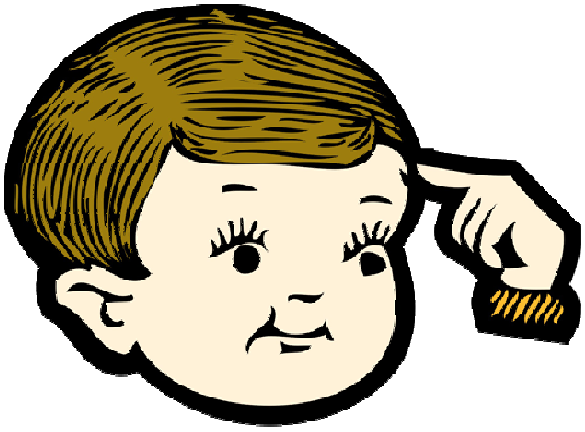
**pin**



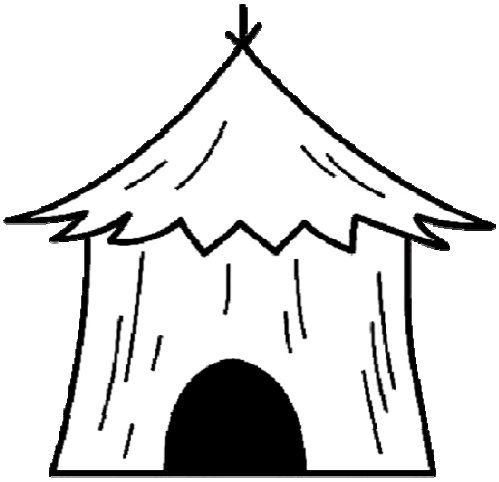
**hit**



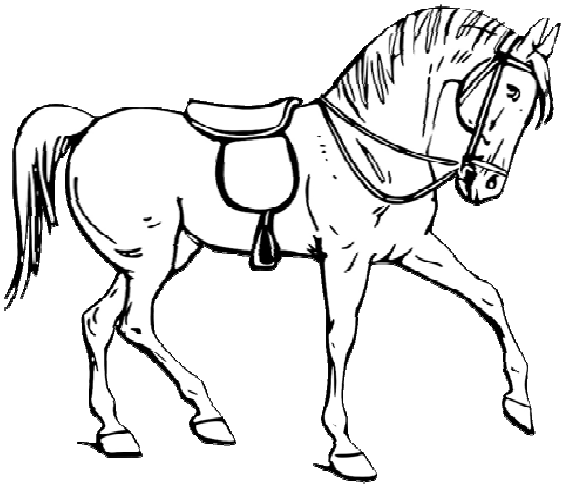
**hen**



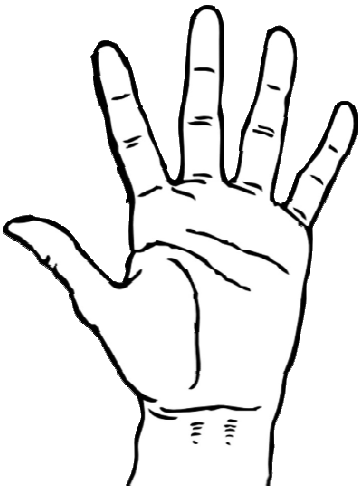
**head**



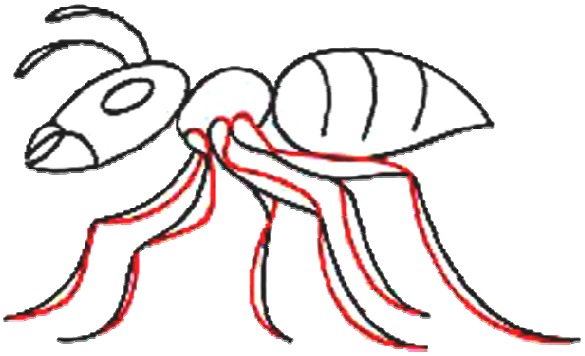
**hut**



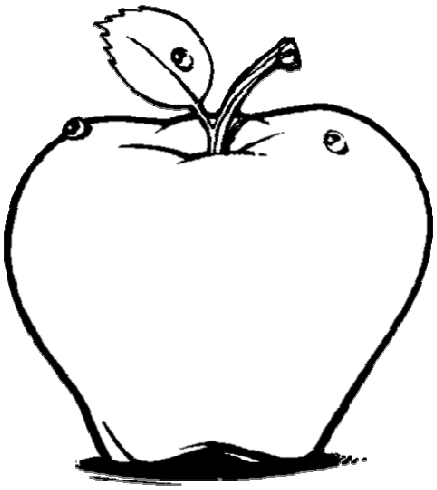
**horse**



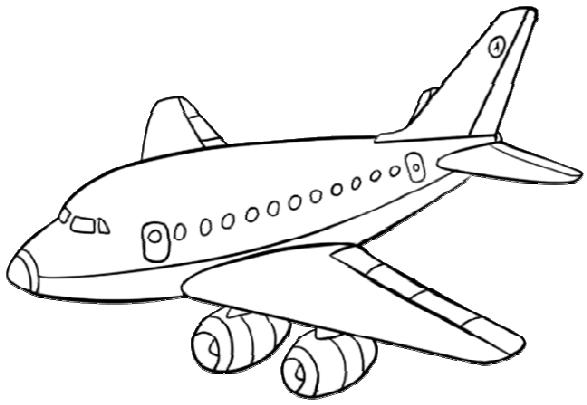
**hand**



**ant**

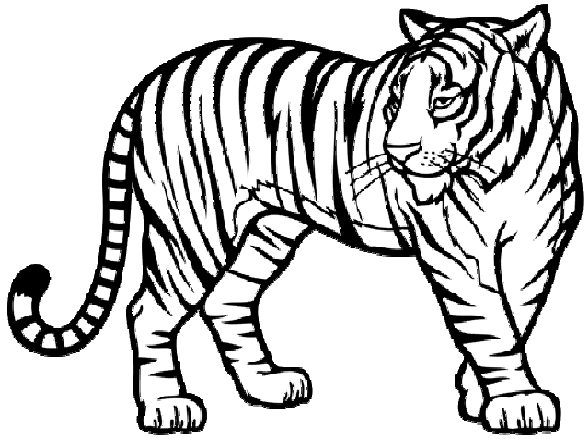


**apple**

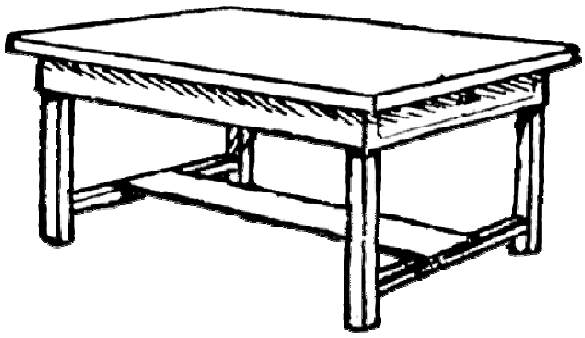


**aeroplane**

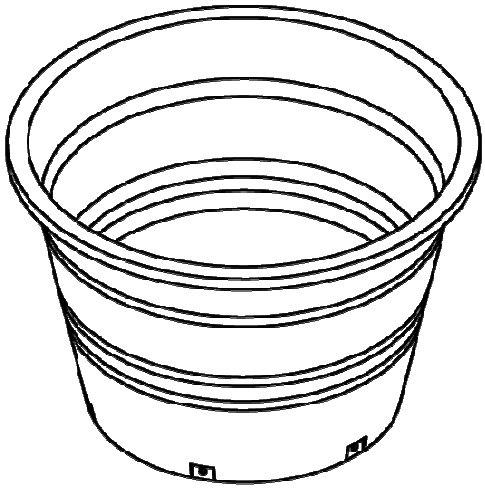
**tree**



**tiger**



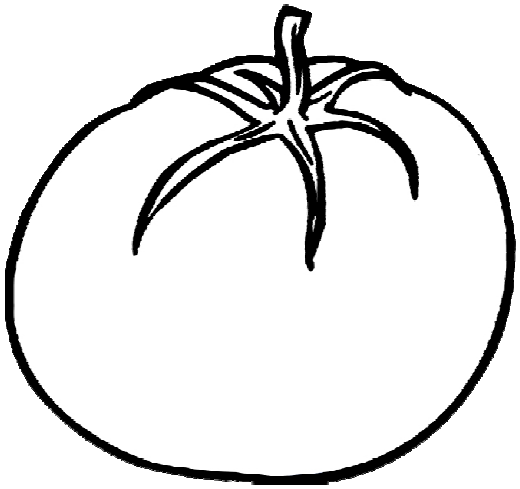
**table**



**tub**

**pot**

**purse**



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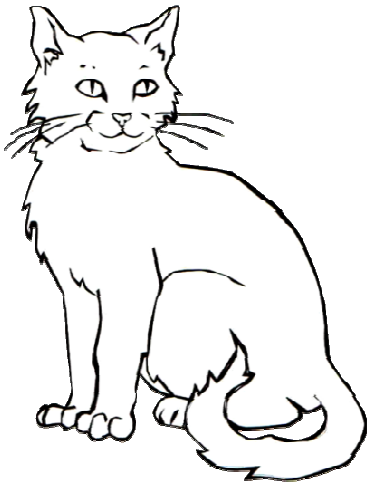

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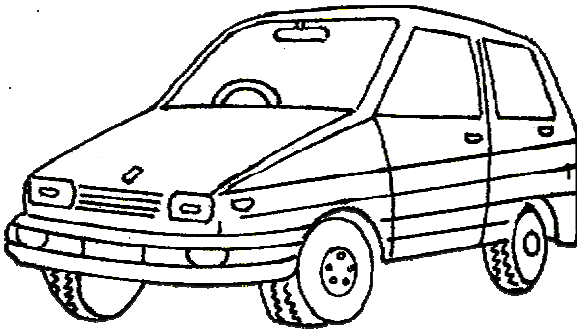

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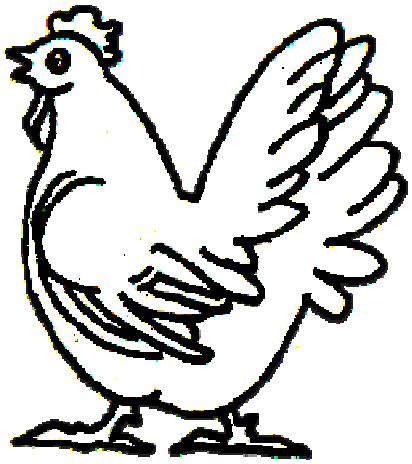
**hut**

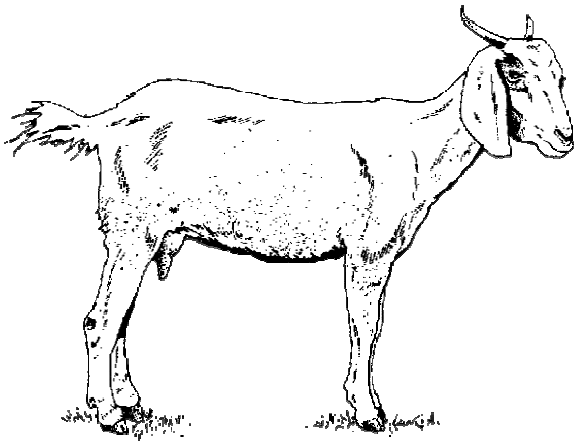


**hen**

**top**

**tea**

**gun**



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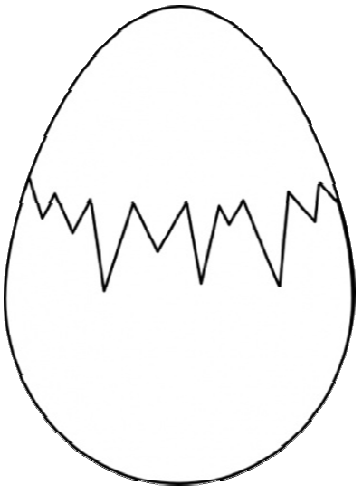

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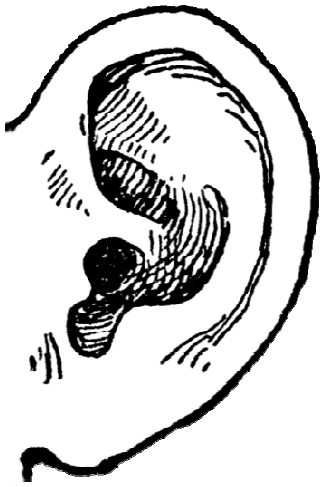

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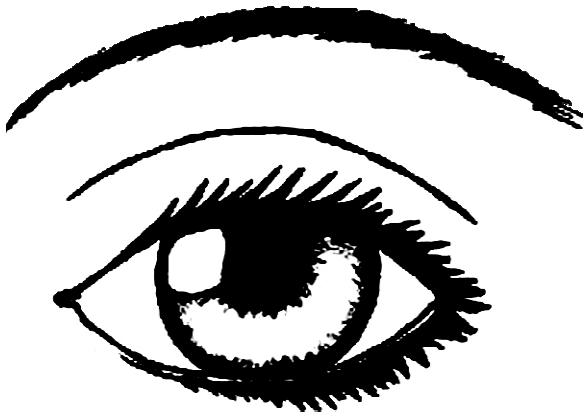

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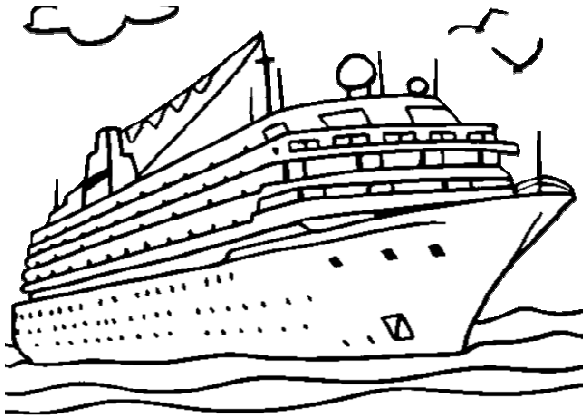

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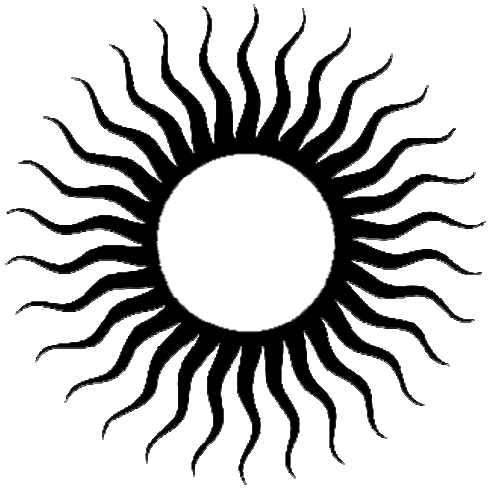

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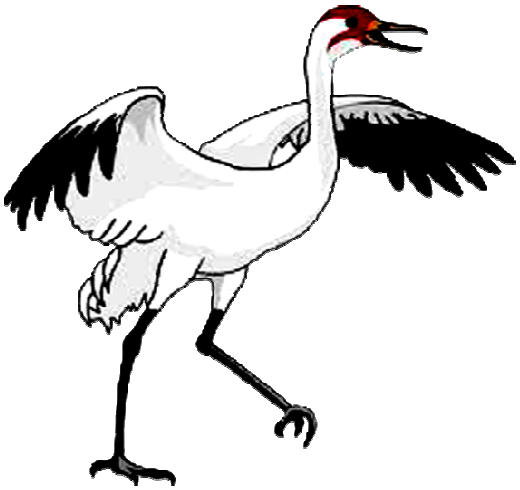

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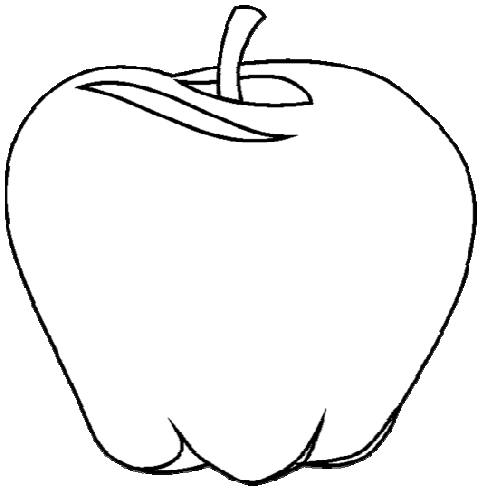

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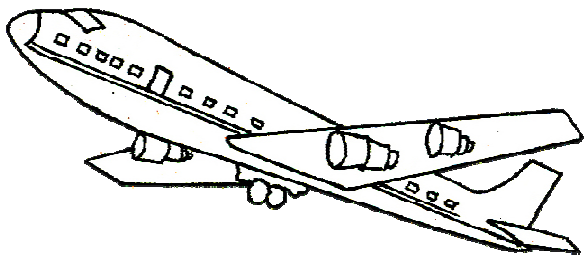

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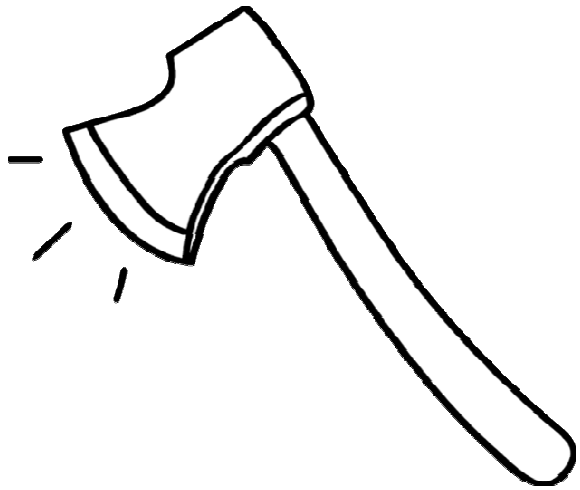

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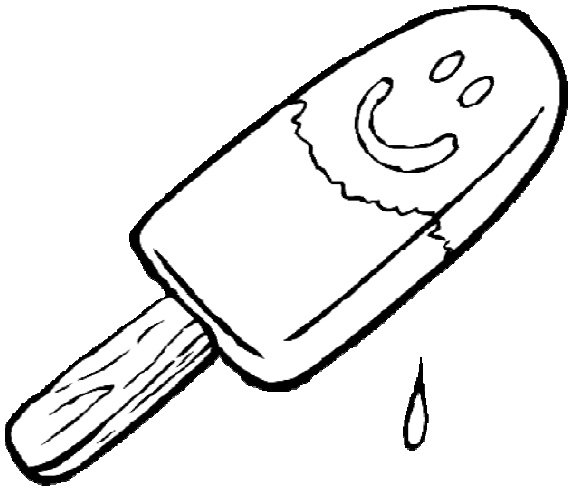

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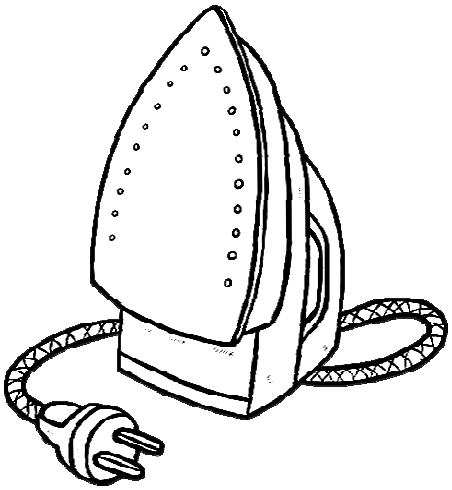
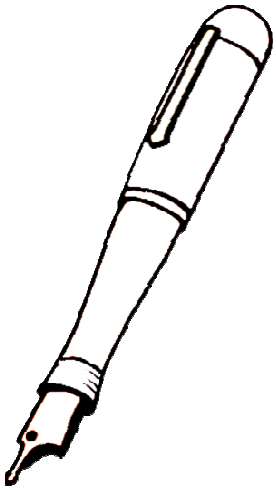


**iron**

**ink-pot**



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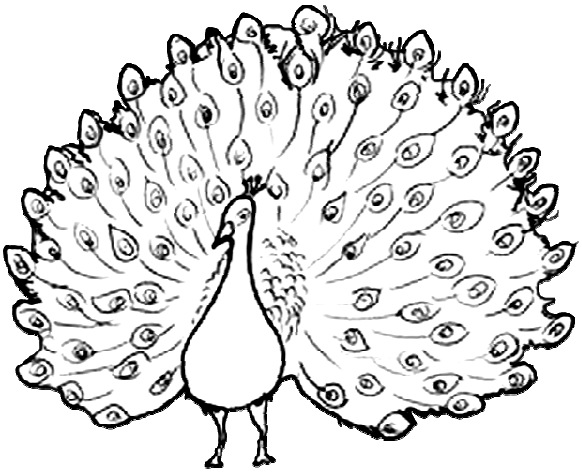
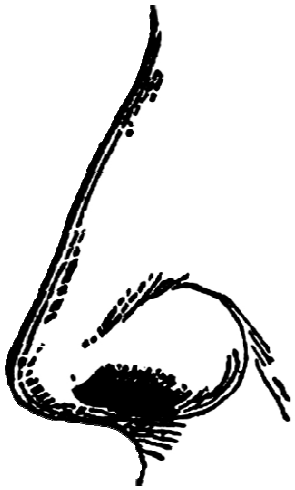


**peacock**

**parrot**

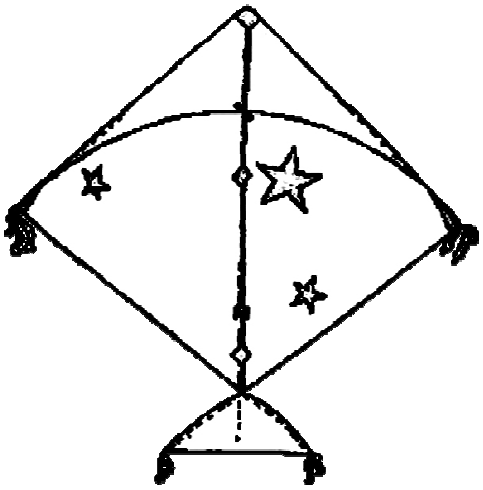
**nail**



**nose**

**nest**

**king**



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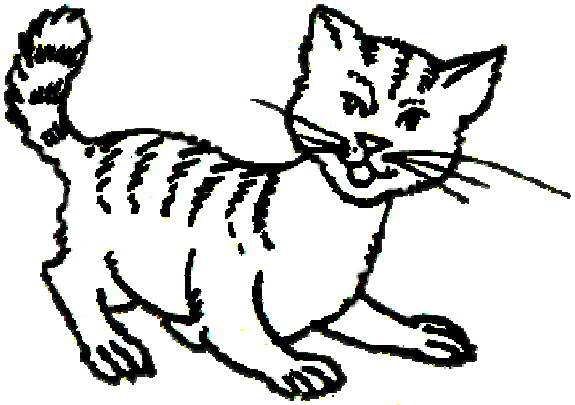

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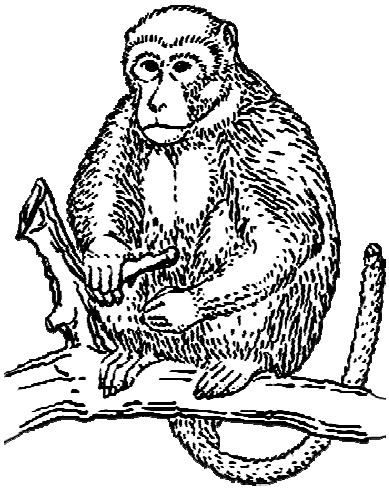

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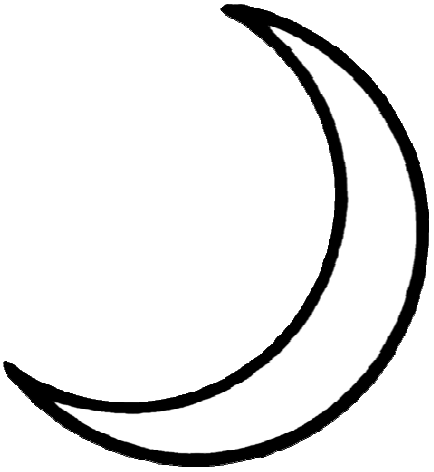

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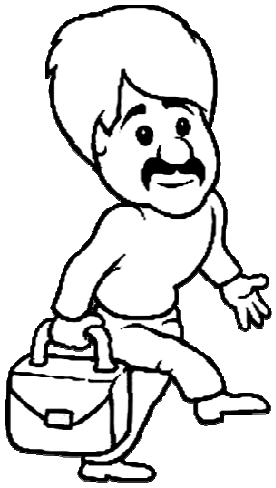

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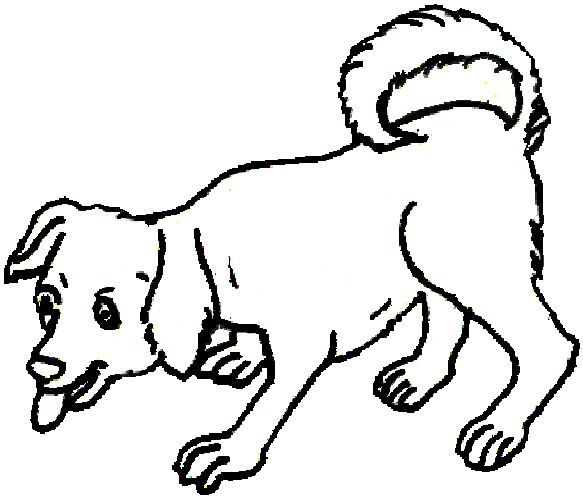

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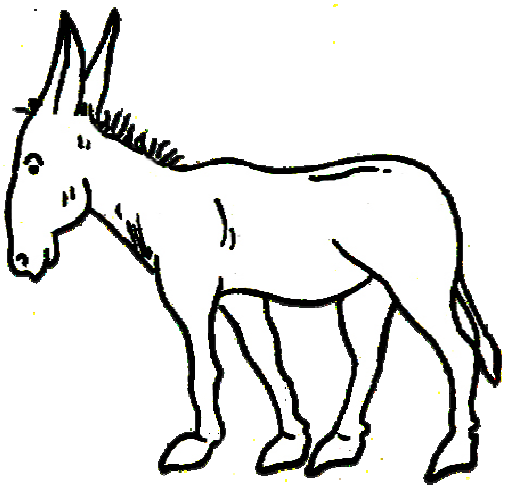

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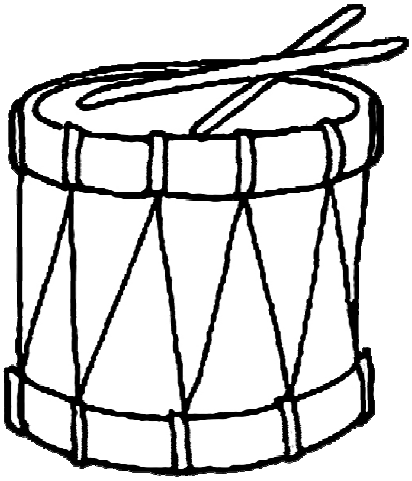

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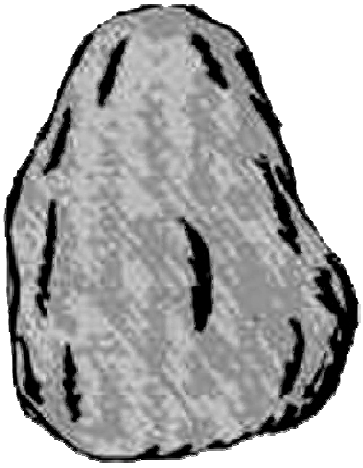

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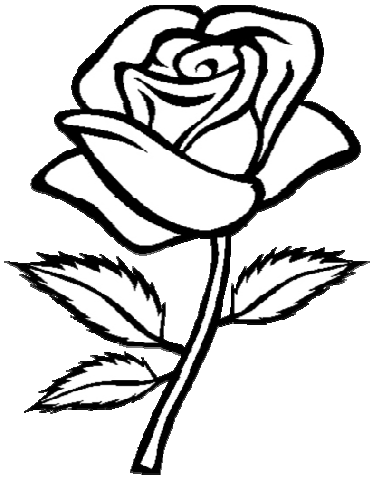

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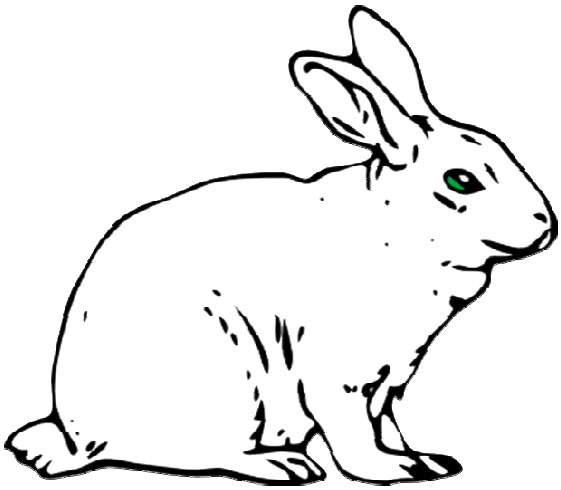

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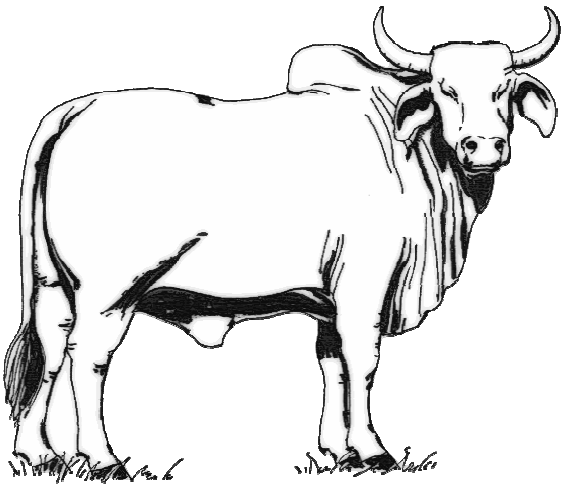
**onion**



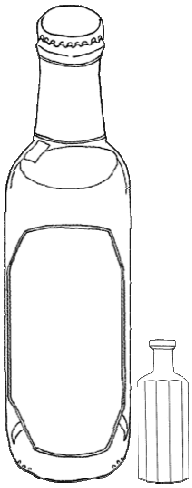
**ox**

**owl**

**gueen**

**quill**

**quilt**



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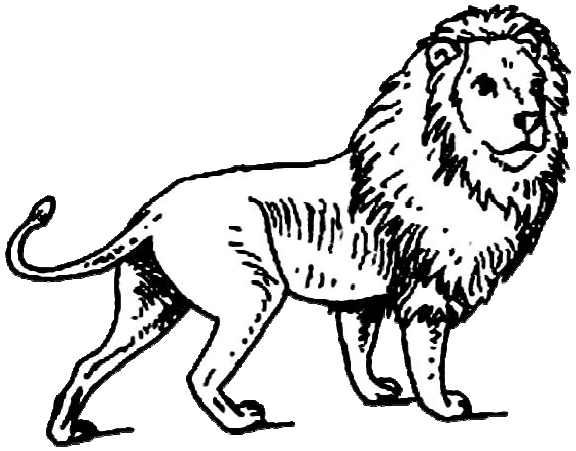

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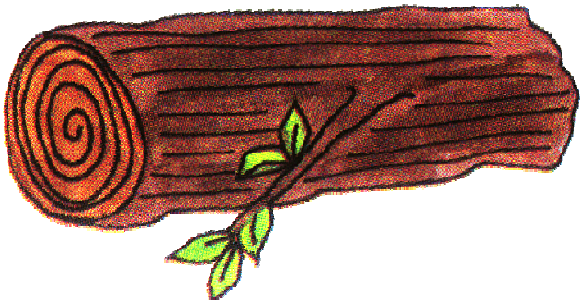

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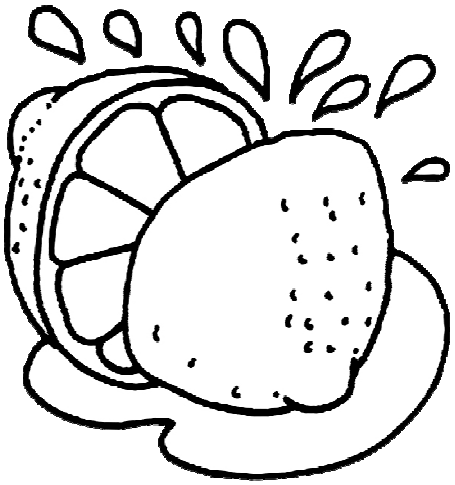

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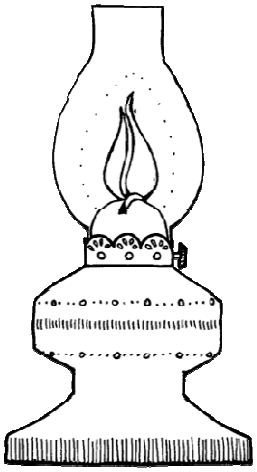

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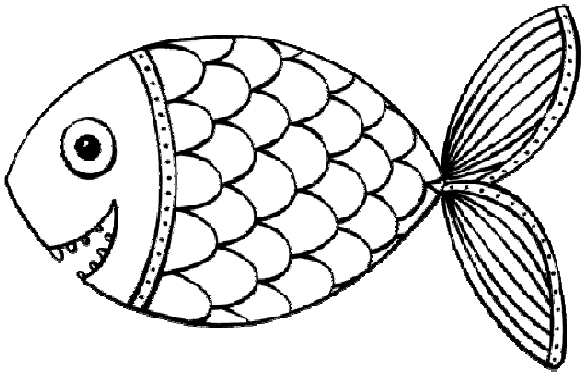

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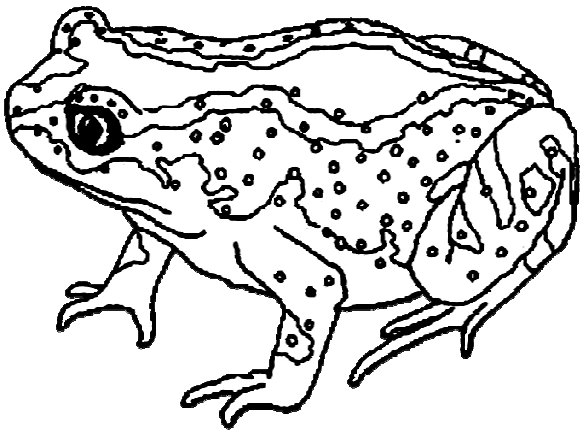

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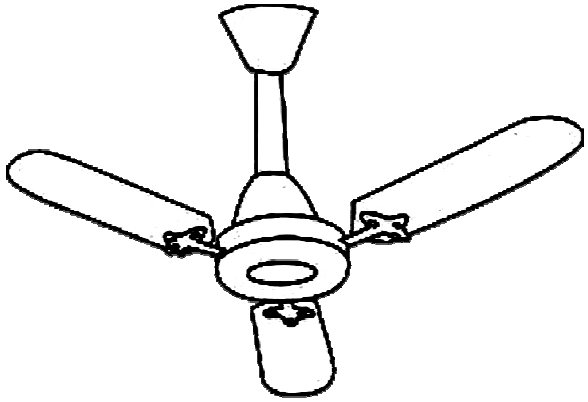

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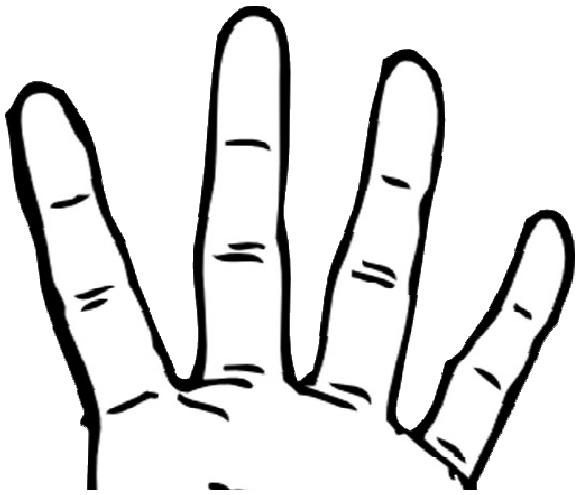

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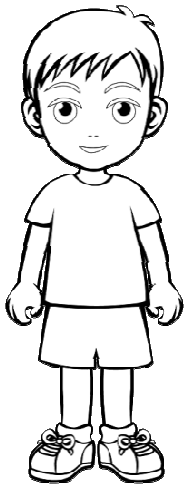

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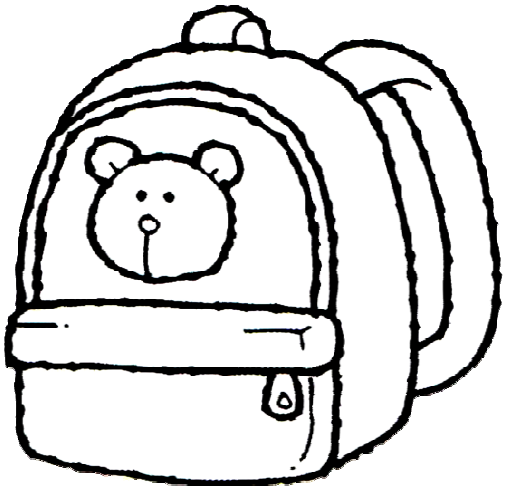

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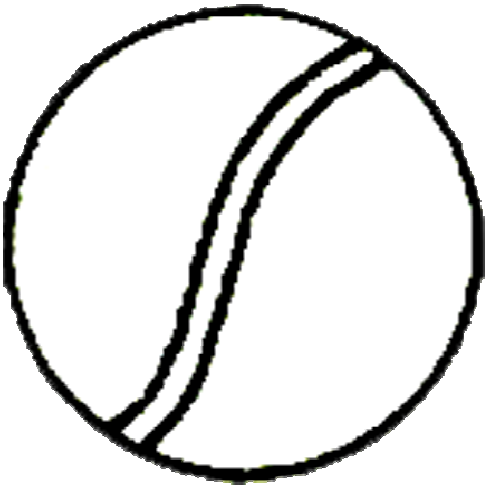

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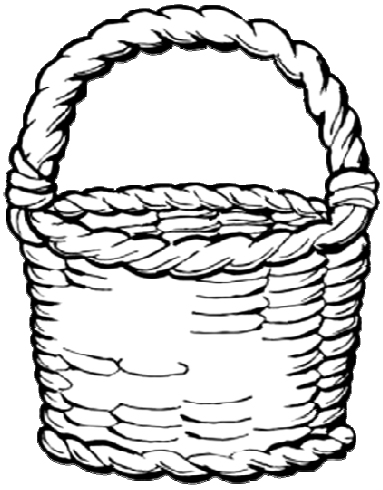
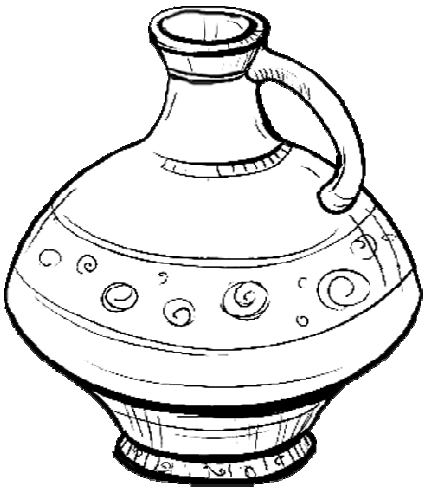


**basket**

**umbrella**



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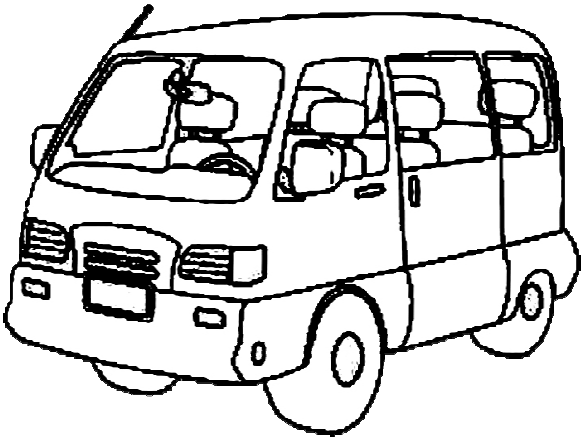

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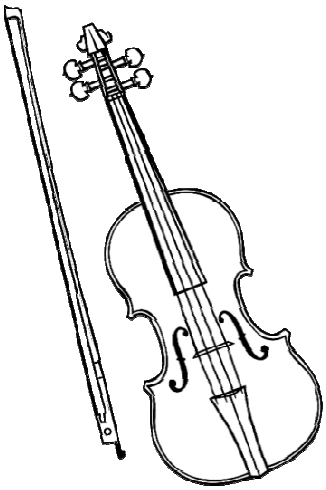

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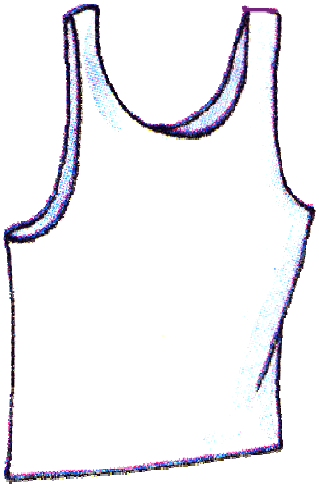

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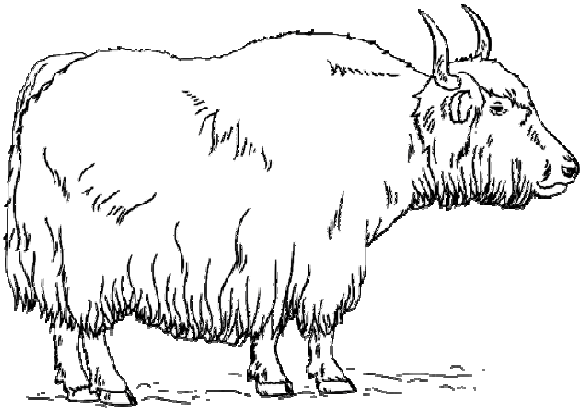
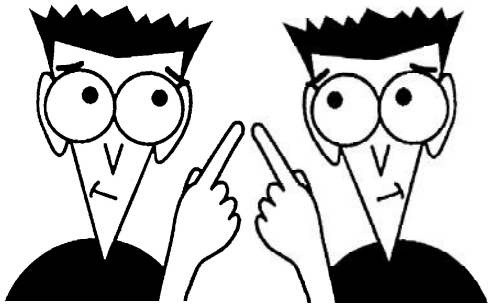


**yak**

**yarn**



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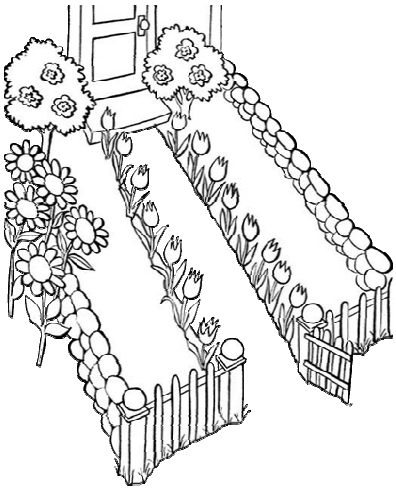

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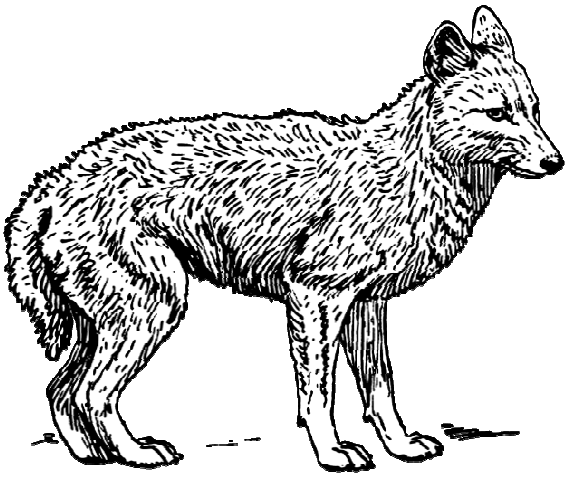

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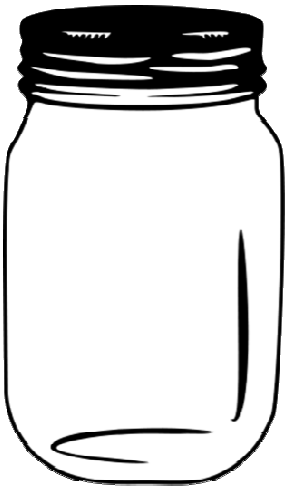
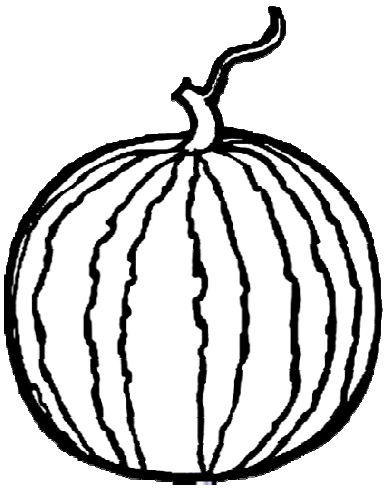


**jar**

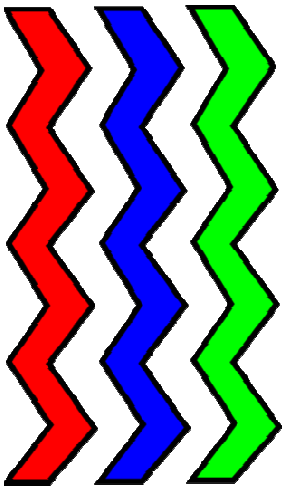
**joker**

**watch**



**water-melon**

**zebra**



**zigzag**

**x-mas-tree**

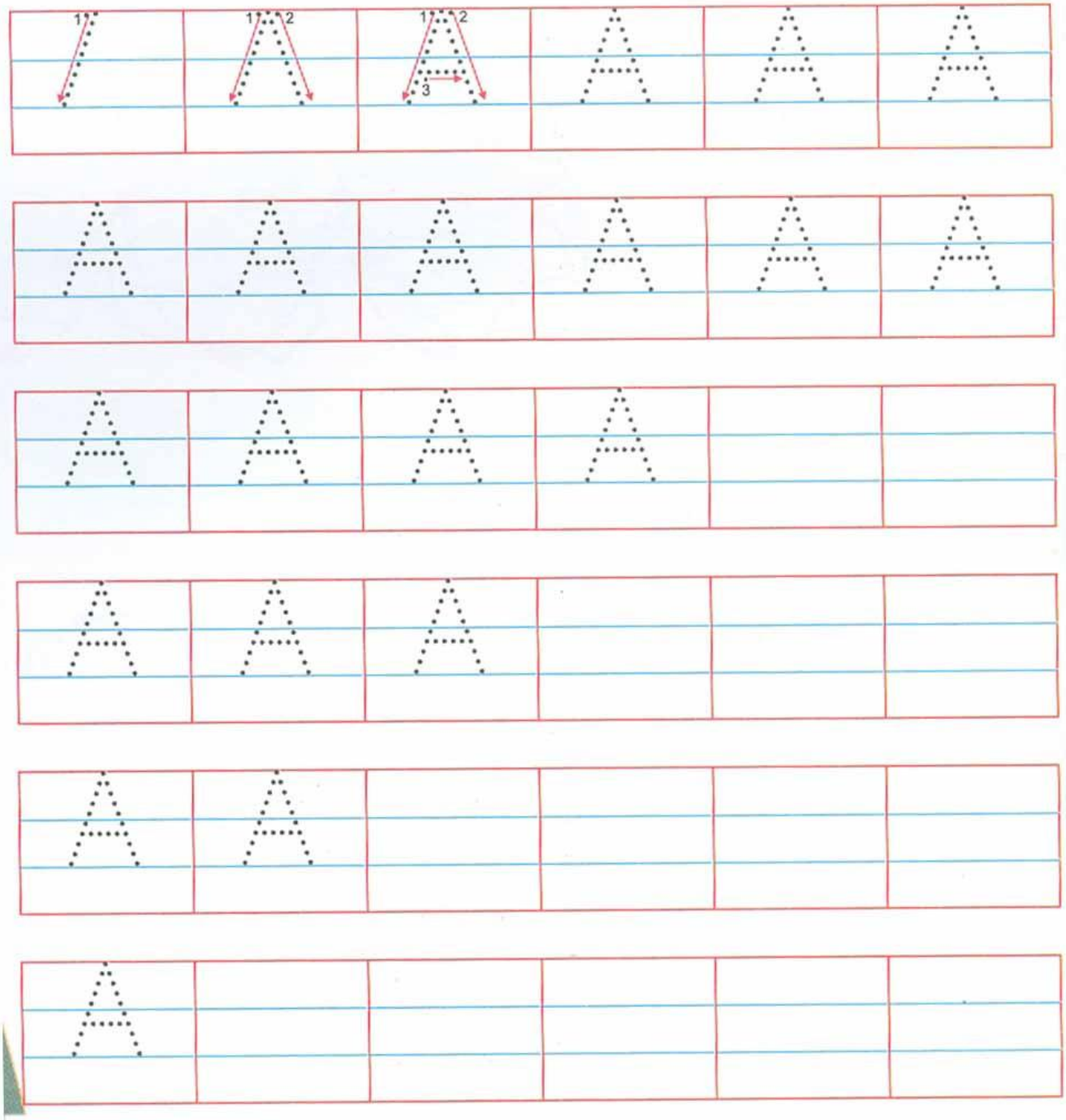
**x-ray**

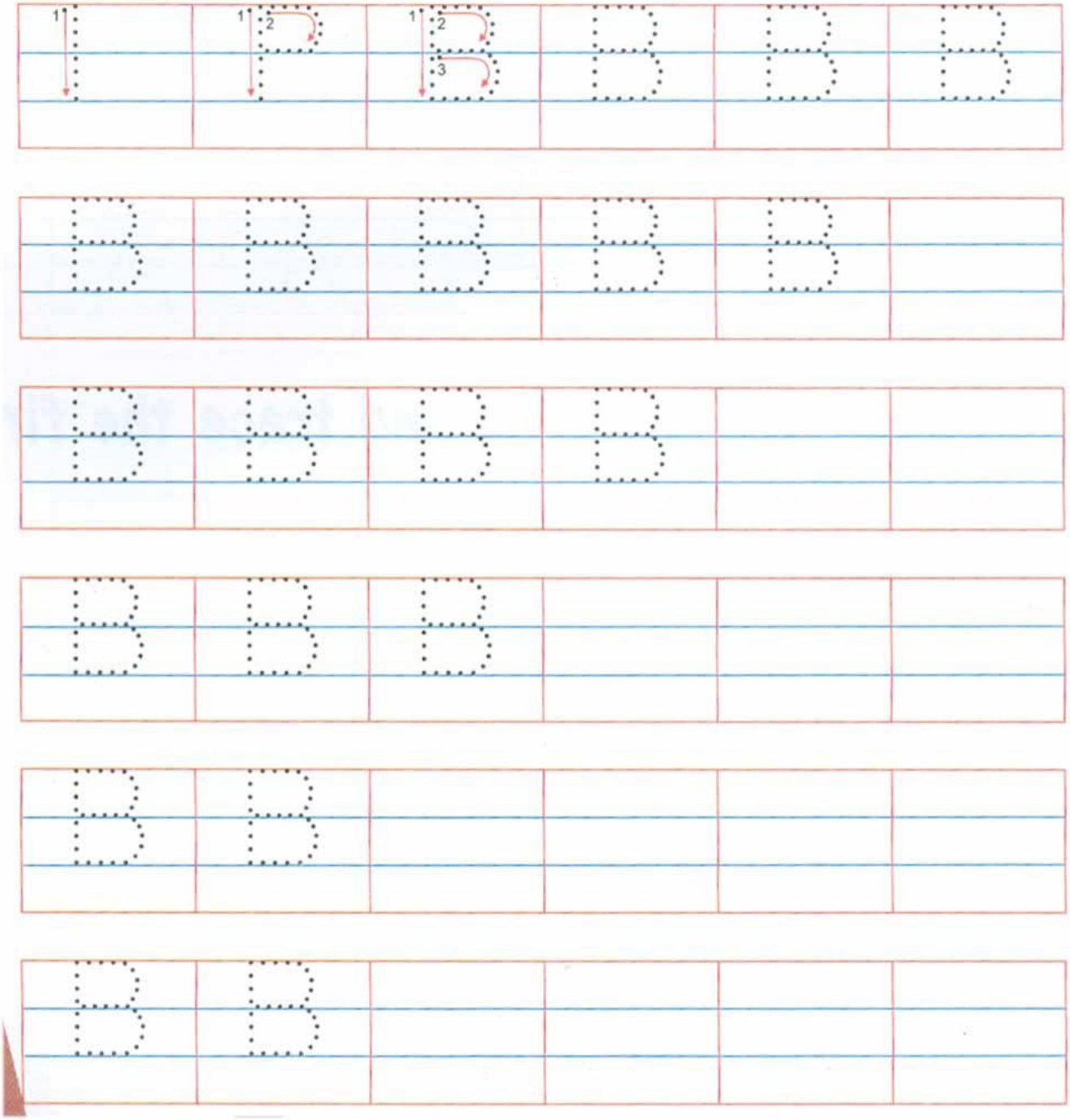
| | |
|---|---|
| cat | cup |
| car | hut |
| hen | top |
| tea | gun |

| | |
|---|---|
| goat | hat |
| cat | sat |
| pat | tin |
| bin | pin |

| | |
|---|---|
| sin | tip |
| hip | sip |
| get | pet |
| set | net |

| | |
|---|---|
| hen | pen |
| ten | hit |
| sit | pit |
| pig | |


1
1 2
1 2
3


1
1 2
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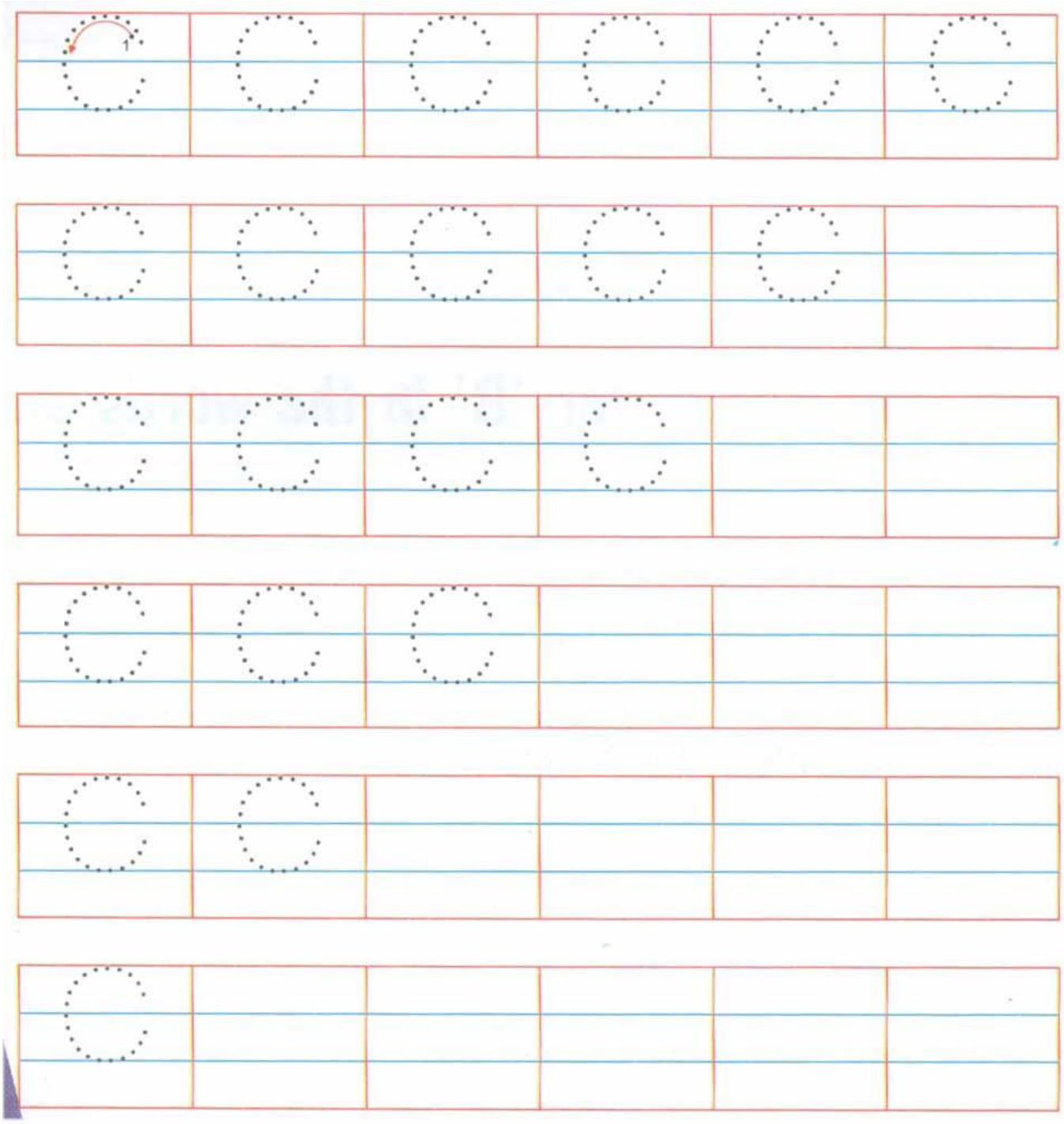
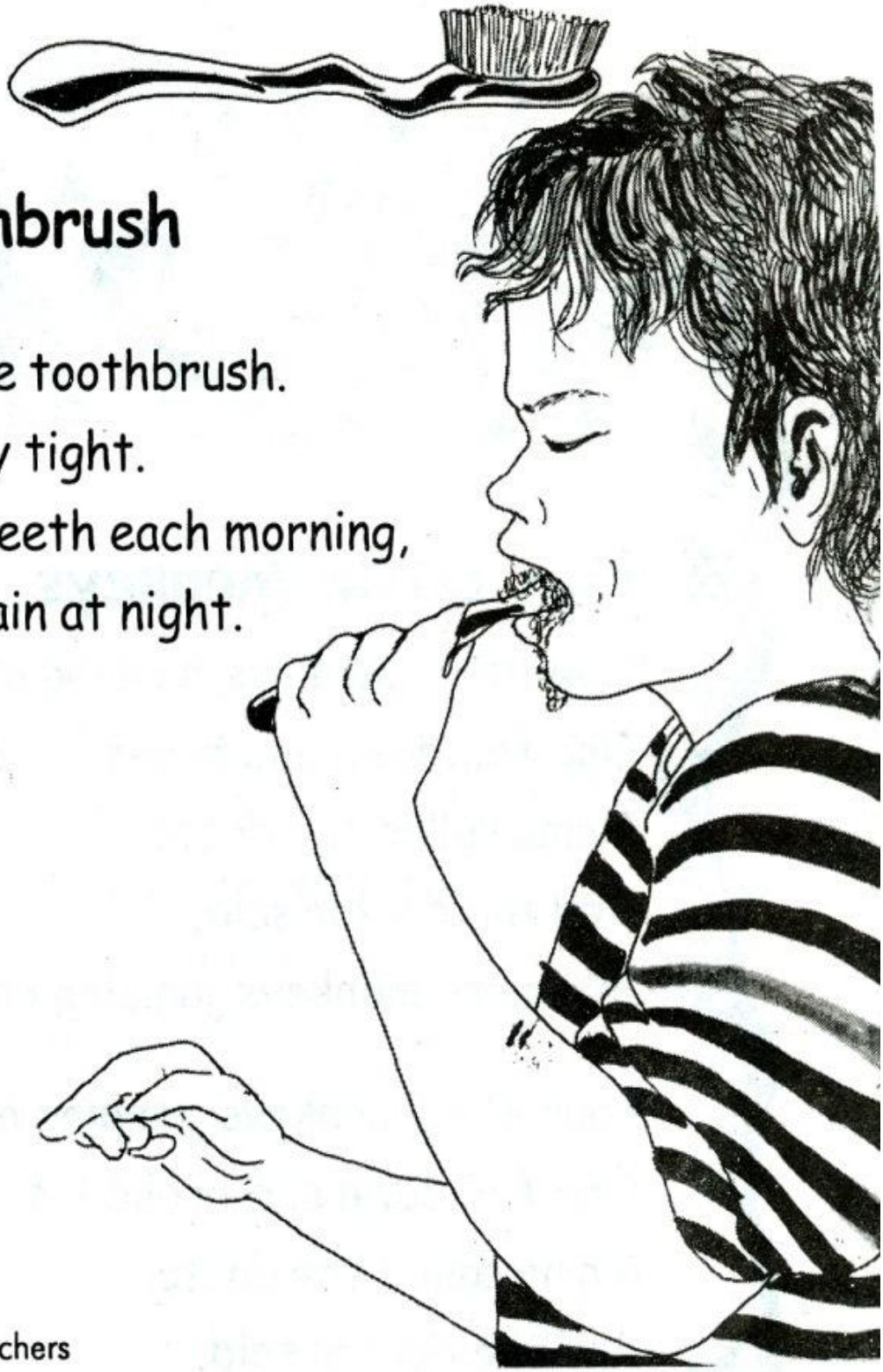




# My Toothbrush

I have a little toothbrush.
I hold it very tight.
I brush my teeth each morning,
And then again at night.

**For parents and teachers**

1. Prepare for this poem by having children bring in old toothbrushes. Perhaps this can be done a week before. Children need reminders.
2. What other words rhyme with "tight" and "night"? Write them on the board.
3. Four- and five-year-old children can point to each word as they read it.
4. How else do children clean their teeth? With a neem stick? With powder?
5. Make more sentences with children: I have a....(book, pencil, doll....Use "little", "big", "round"... other describing words along with the noun or naming word).

# Mirror

In the mirror
I always see
A little girl
They say is me.

Whenever I smile
She smiles too.
And when I sneeze
She says aa..ch..oo!

I shut my eyes
And cry boo..hoo.
I open my eyes
And she's crying too.

For parents and teachers

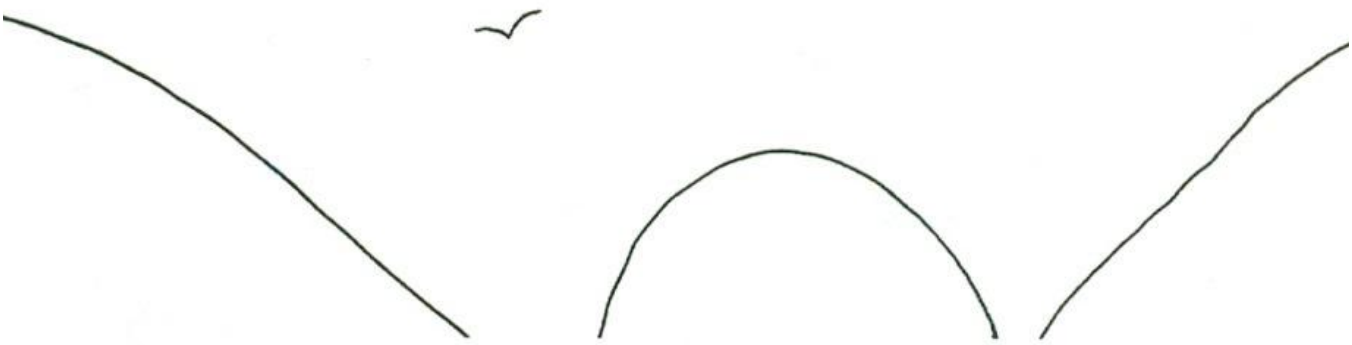
1. Bring a mirror into the classroom. Ask children to make movements in front of the mirror and see what happens.
2. Put children in groups of two. One child becomes the mirror and the other makes the movements in front of the "mirror". The "mirror" child must imitate the child who makes movements.
3. Say words rhyming with "smile".
4. Look for words that end with "ing".

# Hi Sky!

Say hi to the sky,
"Hi sky!"
Why are you so high?
Why are you so blue?
If I stretch and stretch,
Can I touch you?

Say hi to the sky,
"Hi sky!"
Do you ever cry?
Do you like to laugh?
If I stretch and stretch,
Can I touch you?

Say hi to the sky,
"Hi sky!"
I live under you.
I look up to you.
If I stretch and stretch
Can I touch you?



## For parents and teachers

1. Have three different children read the verses. Let all the children say, "Hi sky" in unison.
2. What other questions can you ask the sky?
3. Practise – "Why are you.....?" "Can I.....?"
4. Ask the children to stretch and try and touch the sky.
5. Practise using "under" and "up" in sentences.
6. Look for words ending with "ch" or "tch".

# Five Little Mice

Five little mice came
creeping, creeping.

They thought the cat was
sleeping, sleeping.

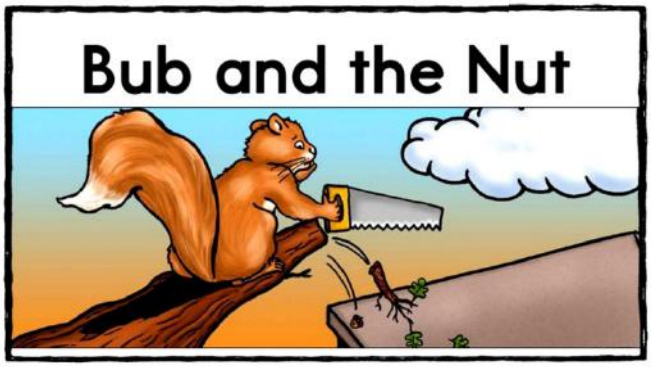
But through one eye she was
peeping, peeping,

And four little mice ran off
weeping, weeping.

**For parents and teachers**

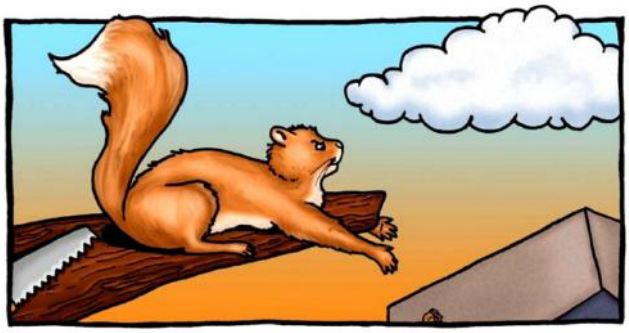
Discuss with children:

1. Dramatize this poem with the children.
2. What did the cat do?
   What happened to one mouse?
   Draw picture.
3. creep - creeping - crept  sleep - sleeping - slept
   peep - peeping - peeped  weep - weeping - wept
   These are doing words. Make sentences with different forms of the doing words in the poem.

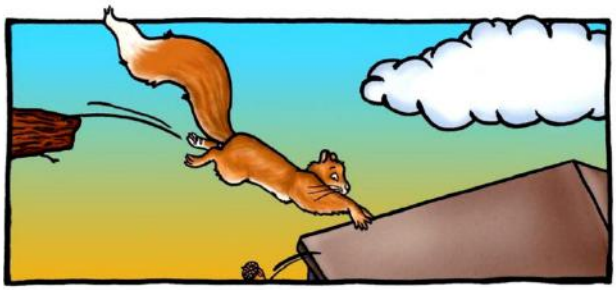


Bub saw a nut on a tree
Bub wanted that nut.

Bub cut the nut from the tree
The nut fell down on top of a hut.



"I Want that nut," Bub said.



Bub got on the hut,
but the nut fell off.

The nut fell off the hut.
It fell in a tub.

Bub got off the hut.
Bub got the nut from the tub.

A Cub saw Bub.
"You do not want that Nut." the cub said.

"That nut is not good." said Cub.
"Do you want a bit of my sub?"

**ELEMENTS USED IN THIS BOOK**

| | |
|---|---|
| **Pronograms** | ***- ub, - ut*** |
| **Pronogra words** | ***Bub, cub, sub, tub, hut, nut*** |
| **Reviewed phonic elements** | ***n, s, t, o, e, h, f, g, i, b, c, u, l*** |
| **Story word** | ***tree*** |
| **New high-frequency word** | ***good*** |
| **Reviewed high frequency words** | ***a, do, down, from, I, is, my of, off, said, saw, that, the, want, was, you*** |
| **Special considerations** | ***inflectional ending - ed.*** |

Dan the tan man is on the pan.

Dan is a tad mad.

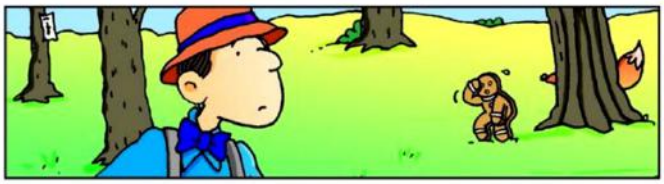
Nan is a tad sad.

She puts up on ad.

The Man sees Nan's ad.

Can he see

Dan the tan man?



The man sees Dan.

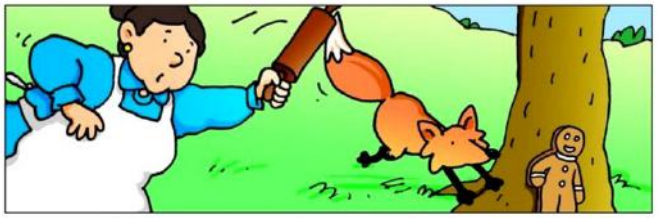
Dan the tan man

runs from the man,

Can the man get Dan?

No he cannot.

The man is sad.



The fox can see Dan.

Can the fox get Dan?

Nan can get Dan.

Dan is not mad.

Nan is not sad.

**ELEMENTS USED IN THIS BOOK**

| | |
|---|---|
| **Pronograms** | ***- ad, - an*** |
| **Pronogra words** | ***at, Dan, mad, man, nan, pan, sad, tan, tad*** |
| **Reviewed phonic elements** | ***n, a, p, m, s, t, o , d*** |
| **Story word** | ***fox*** |
| **New high-frequency word** | ***from, run, up*** |
| **Reviewed high frequency words** | **a, *can, cannot, get, he, is, see, the, with*** |

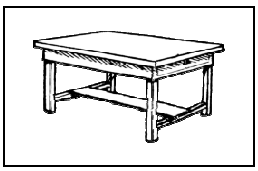
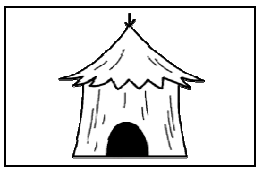
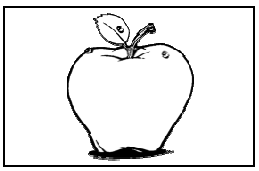
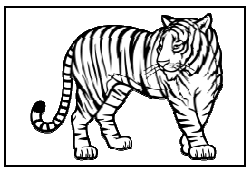
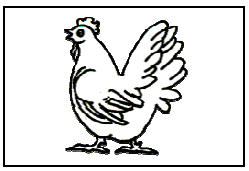
**L1/P2/HAT/W1** **Letter : H, A, T**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

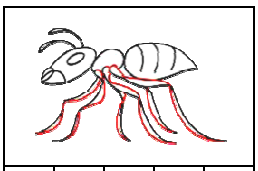
## Reading with comprehension

**1. Match the picture with word.** (चित्र का शब्द से मिलान कीजिए।)

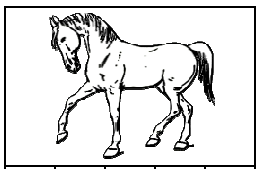






| Hen | Apple | Tiger | Hut | Table |
|---|---|---|---|---|

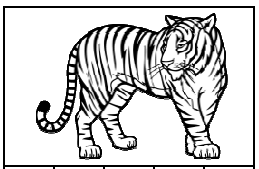
**2. Circle the first letter for the picture.** (चित्र देखकर प्रथम वर्ण पर घेरा लगाए।)



| b | n | t | a | r |
|---|---|---|---|---|

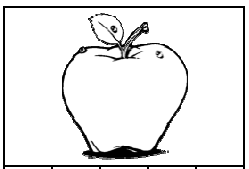


| h | s | t | n | e |
|---|---|---|---|---|



| a | v | b | t | n |
|---|---|---|---|---|

| t | p | a | h | r |
|---|---|---|---|---|



| g | a | e | b | c |
|---|---|---|---|---|

**3. Match word with letter.** (शब्द का वर्ण से मिलान कीजिए।)

| | |
|---|---|
| Hen | H |
| Tap | |
| Ant | A |
| Hut | |
| Tiger | |
| Apple | T |

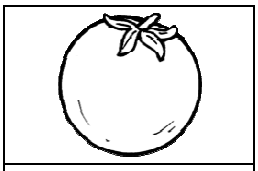
**4. Read the lines and circle (O) letter H, A.(H, A वर्ण पर O लगाए)**

a) The bat is in room b) This is my room.

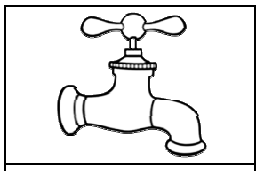
c) The elephant is fat. d) The hen is eating grass.

## Writing

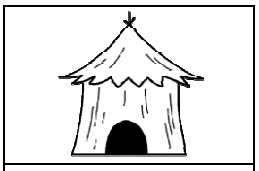
**5. Fill in the blanks with the help of picture.** (रिक्त स्थान की पूर्ति कीजिए।)



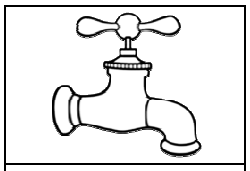
.....omato



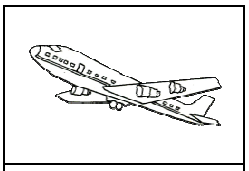
.....ap



.....ut

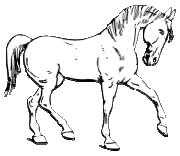


.....ap



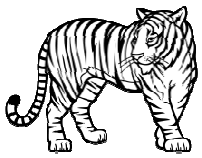
.....eroplane

**6. Write first letter for the pictures. (चित्र के नाम का प्रथम वर्ण लिखें।)**

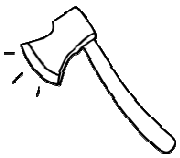
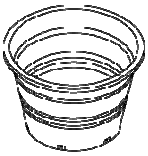
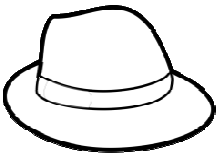
a)  .....

b) .....

c) .....

d)  .....

**7. Rearrange the jumbled words. (वर्णों को क्रम में जमाकर शब्द बनाए।)**

| | | |
|---|---|---|
| | t p o | This is a ..... |
|  | x a e | This is an ..... |
|  | u b t | This is a ..... |
| | t a n | This is an ..... |
|  | a t h | This is a ..... |

**8. Write these letters in given four-line. (वर्णों को चार लाईन में लिखिए।)**

**h** ***a*** **T**

शिक्षक प्रतिपुष्टि .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

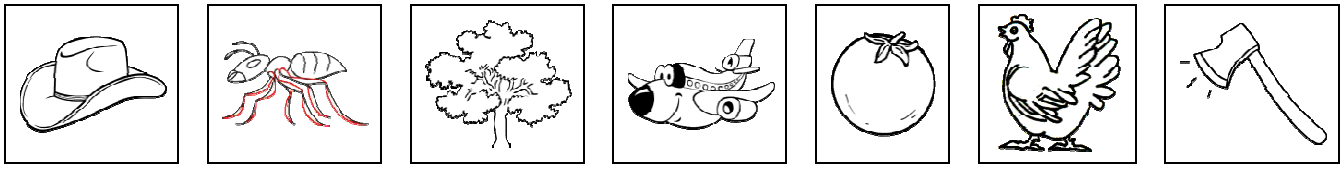
**L1/P3/HAT/W1** **Letter : H, A, T**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

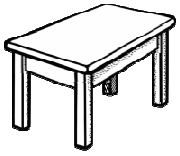
## Reading with comprehension

**1. Match the picture with first letter.** (चित्र का वर्ण से मिलान कीजिए।)



| | | | | | | |
|---|---|---|---|---|---|---|
| a | t | h | t | a | a | h |

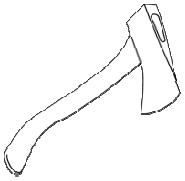
**2. Match picture with sentence.** (चित्र का शब्द से मिलान करें।)



This is an axe.

This is a tree.

This is a hand.

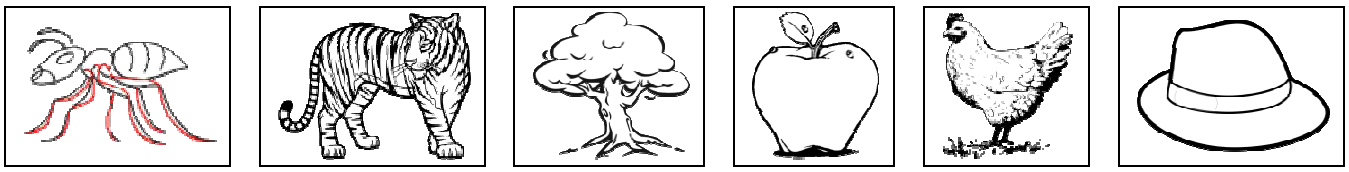


This is a table.

## Writing

**3. Write first letter for the given picture.** (चित्र का प्रथम वर्ण/शब्द लिखिए।)

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| ↓ | ↓ | ↓ | ↓ | ↓ | ↓ |



**4. Read the word and write them in correct column. (शब्दों को अलग कर सही वर्ण के नीचे लिखिए।)**

| | | | | | |
|---|---|---|---|---|---|
| hat | hen | axe | house | tap | |
| top | teeth | horse | tree | ant | |
| apple | tub | hit | ape | tiger | almond |

| H | A | T |
|---|---|---|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

**5. Fill the blanks. (रिक्त स्थान की पूर्ति कीजिए।)**

a) This is a h.....

b) That is a t.....

c) This is an a.....

d) This is a t.....

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

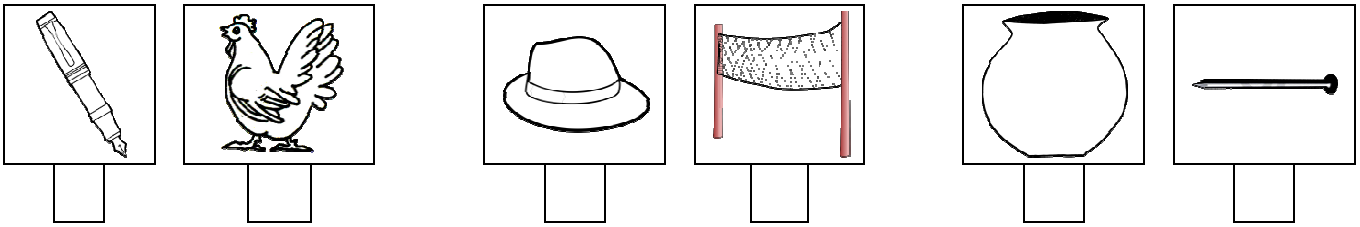
**L1/P4/IPN/W1** **Letter : I, P, N**

शाला का नाम : ---------- रोल नं. : ----------

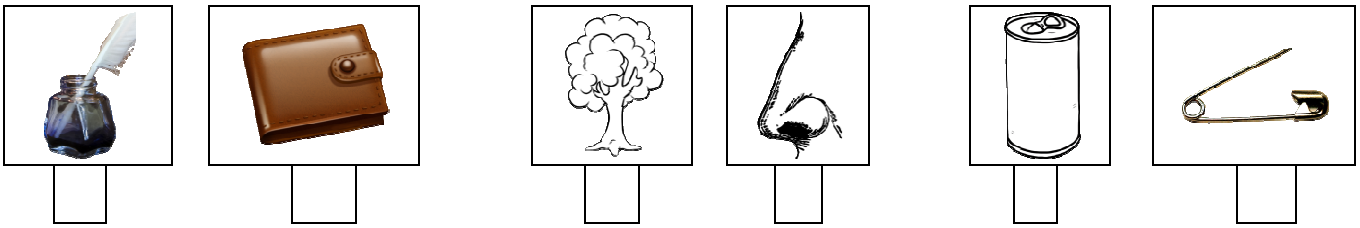
विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

**1. Tick under the correct picture.** (सही चित्र के नीचे ✓ लगाइए।)



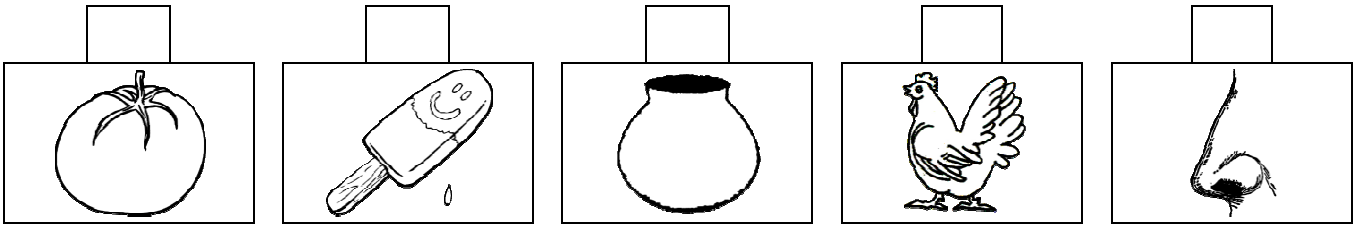
hen hat pot



inkpot nose pin

**2. Draw a line to join the picture starting with the same letter.** (चित्र का प्रथम वर्ण से मिलान कीजिए।)

P N I T H



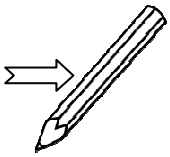
**3. Circle the correct spelling.** (सही शब्द पर घेरा लगाए।)

a) Horse Hrse Hurse

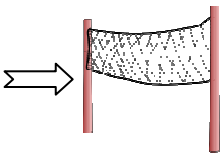
b) Table Tuble Tabel

c) Nuse Nose Nse

**4. Match picture with sentence. (शब्द का वाक्य से मिलान कीजिए)**

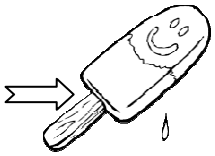


This is an ice-cream.



That is a nest.

This is a pencil.



This is a net.

## Writing

**5. Write three letter word with the help of given letter. (वर्णों से तीन अक्षर वाले शब्द बनाइए।)**

| | | | | | |
|---|---|---|---|---|---|
| **h** | **a** | **p** | **u** | **b** | **t** |

.....**tap**..... ..... .....

..... ..... .....

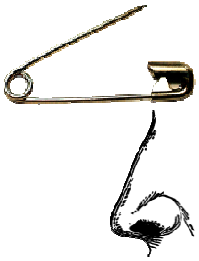
..... ..... .....

**6. Look at the picture and make sentence using this/that. (चित्र देखकर और This/That का प्रयोग कर वाक्य बनाइए।)**

a) This is .....

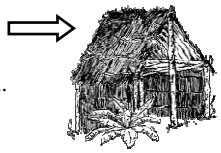
b) That is .....

c) .....



d) .....

e) .....



**7. Write the name of picture. (चित्र का नाम लिखे।)**

**a)** .....

b) .....

**c)** .....

d) .....

**8. Write the given letters in four-line. (वर्णों को चारलाइन में लिखिए।)**

**t i p h a n N A**

**शिक्षक प्रतिपुष्टि** .....

.....

.....

दिनांक : .....

शिक्षक का नाम एवं हस्ताक्षर.....

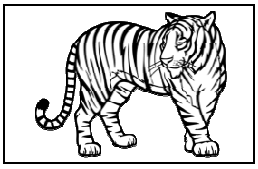
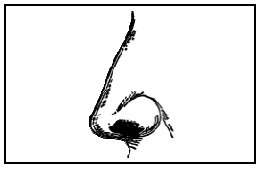
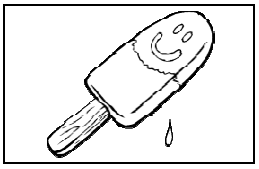
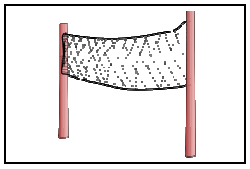
**L1/P5/1PN/W1** **Letter : I, P, N**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

**1. Match the following.** (मिलान कीजिए।)

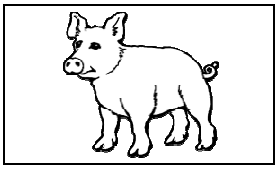
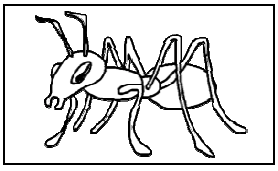
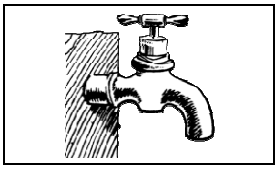
| parrot | net | tiger | nose | ice-cream |
|---|---|---|---|---|

**2. Circle all "P" and "n" in word web.**("p" and "n"वर्ण पर घेरा लगाइए।)

**pigeon** **neck** **pot** **hen**

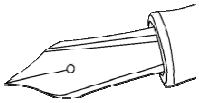
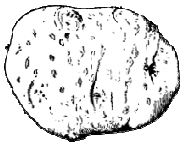
**ten** **ape** **parrot** **inkpot**

**3. Rearrange the jumbled letters.** (वर्णों को क्रम में जमाकर शब्द बनाइए।)

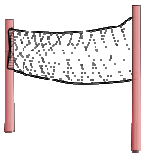
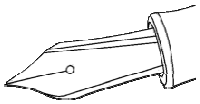
| | | |
|---|---|---|
|  | g i p | ..... |
|  | t n a | ..... |
|  | a t p | ..... |
| | a t h | ..... |

## Writing

**4. Fill in the blanks. (रिक्त स्थान की पूर्ति कीजिए।)**

| | | | | |
|---|---|---|---|---|
|  |  | | | 9 |
| .....ib | .....otato | .....nkpot | .....in | .....ine |

**5. Look at the picture and write the word. (चित्र को देखकर सही वर्ण लिखिए।)**

| | | | |
|---|---|---|---|
| |  | | |
| This is a .....<br>(nep) | This is a .....<br>(nte) | This is an .....<br>(cie) | This is a .....<br>(tpo) |
| | | |  |
| This is a .....<br>(ones) | This is an .....<br>(potink) | This is a .....<br>(rparto) | This is a .....<br>(ibn) |

**6. Make new words. (नए शब्द बनाइए।)**

| | | |
|---|---|---|
| P.....← (at) →h..... | H.....← (ip) → T..... | P.....← (it) →h..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

शिक्षक प्रतिपुष्टि .....

.....

दिनांक : .....  शिक्षक का नाम एवं हस्ताक्षर.....

**L1/P6/AW1/W1** **Letter : H, A, T, I, P, N**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

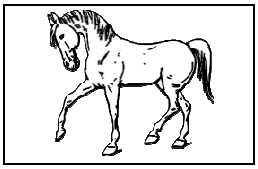
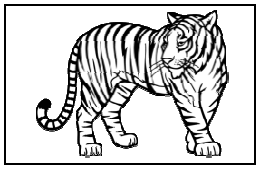
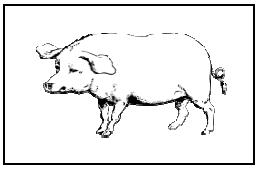
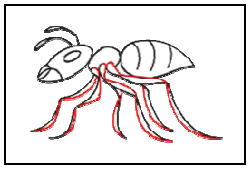
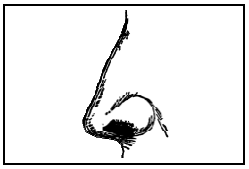
## Reading with comprehension

**1. Match the capital letter with small letter. (छोटे वर्ण का बड़े वर्ण से मिलान कीजिए।)**

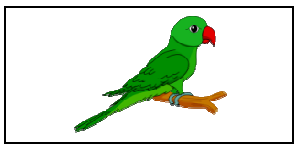
| | | | | |
|---|---|---|---|---|
| H | Z | U | A | P |
| P | i | n | w | G |
| S | g | e | p | C |
| E | t | a | h | B |
| N | D | W | T | I |

**2. Match the picture with word. (चित्र का शब्द से मिलान कीजिए।)**

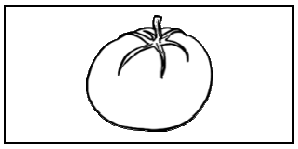
| | | | | |
|---|---|---|---|---|
| Tiger | Ant | Nose | Pig | Horse |

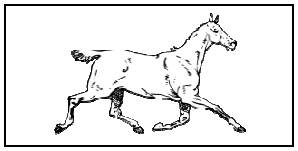
**3. Read the picture and circle the correct word. (चित्र को देखकर सही शब्द पर घेरा लगाइए।)**



parrot peacock pen



tomato tap ten

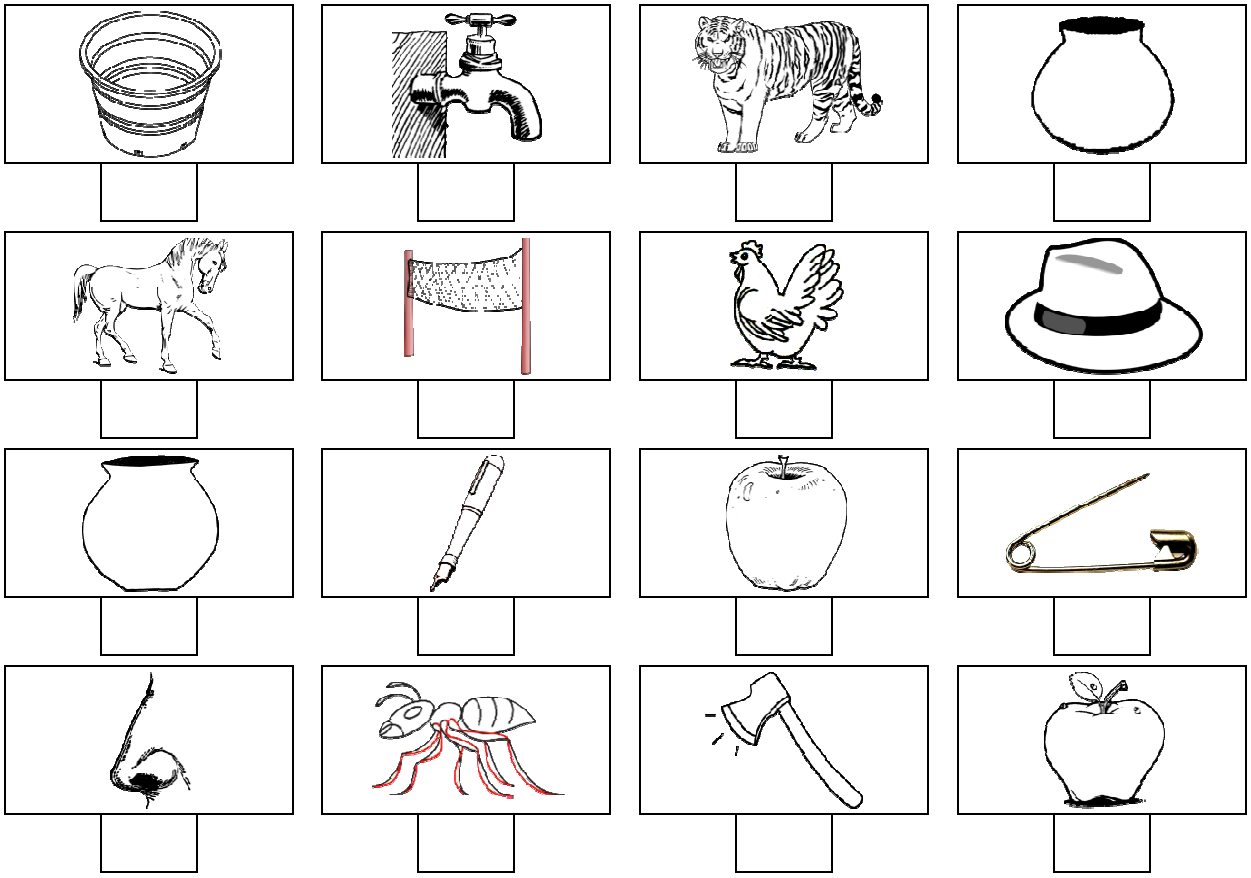


hen hut horse

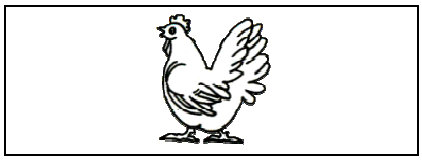
**9**

nest net nine

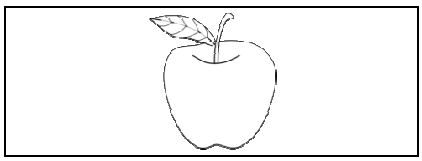
**4. Tick the odd one out.** (अलग चित्र पर ✓लगाइए।)



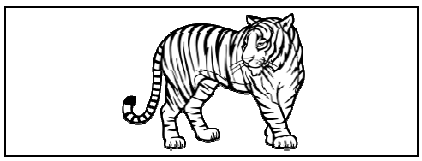
**5. Rearrange the letter and make word.** (वर्णों को क्रम में जमाकर शब्द बनाइए।)



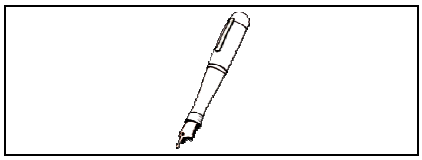
e / h / n .....



p / a / p / e / l .....



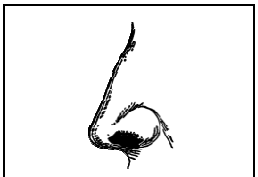
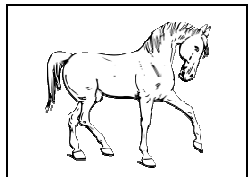
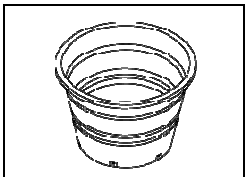
t / g / i / r / e .....

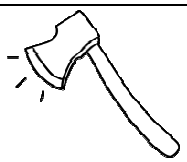


e / n / p .....

## Writing

**6. Fill in the blank.** (रिक्त स्थान की पूर्ति कीजिए।)

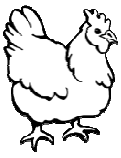
| | | | | |
|---|---|---|---|---|
| | |  |  |  |
| .....ce | .....arrot | .....ose | .....orse | .....ub |

| | | | | |
|---|---|---|---|---|
|  | | | | |
| .....xe | .....omato | .....nkpot | .....en | .....ot |

**7. Choose the correct word by looking at the picture.** (चित्र को देखकर सही शब्द का चयन कीजिए।)

a) This is a ..... ( tub / tree / tap )

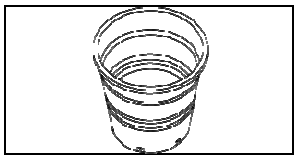
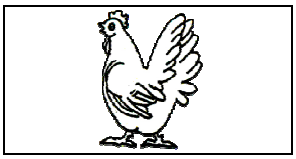
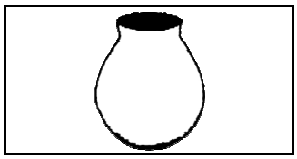
b) This is an ..... ( apple / ape / ant )

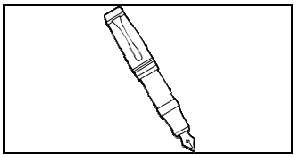
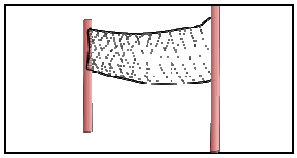
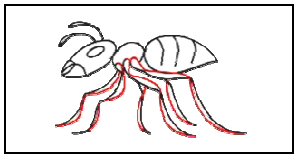
c) That is a .....   ( hut / hat / hen )

d) That is an ..... ( ink / ice-cream / ice )

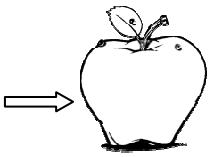
e) This is a ..... ( pot / parrot / pen )

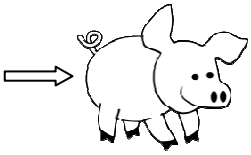
**8. Look at the picture and write their name in given four-line.** (चित्रों का नाम लिखिए।)

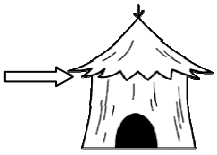
  

**9. Look at the picture and make sentence using This/That. (This/That का प्रयोग कर वाक्य बनाइए।)**

a) ..... 

b) ..... 

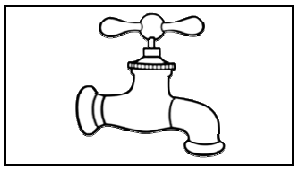
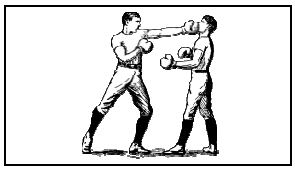
c) ..... 

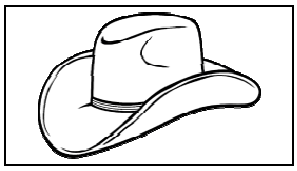
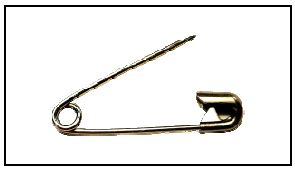
d) .....

**10. Make three letter word. (तीन अक्षरों वाले शब्द बनाइए।)**

| | |
|---|---|
| | .....**pot**..... |

| | | | | | |
|---|---|---|---|---|---|
| **h** | **t** | **a** | **p** | **i** | **n** |

 .....  .....

 .....  .....

शिक्षक प्रतिपुष्टि .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

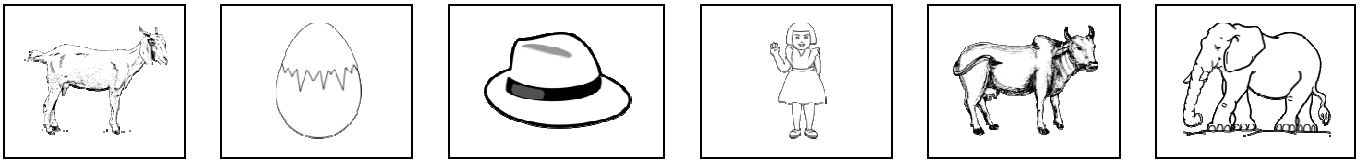
**L1/P8/CGE/W2** **Letter : C, G, E**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

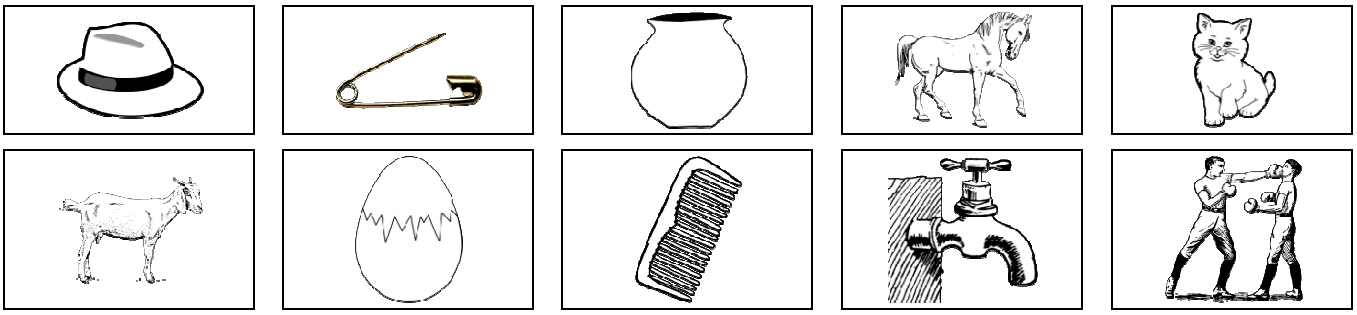
## Reading with comprehension

**1. Match picture with word.** (चित्र का शब्द से मिलान कीजिए।)



| Elephant | Girl | Cow | Goat | Egg | Cap |
|---|---|---|---|---|---|

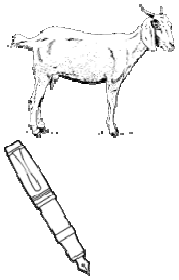
**2. Circle the picture that has "i", "a" sound.**("i", "a"से शुरु होने वाले चित्र पर घेरा लगाइए।)



**3. Match the picture with sentence.** (चित्र का वाक्य से मिलान कीजिए।)

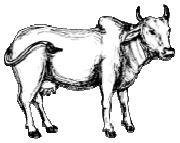
This is a cow. ⇨

That is a pen. ⇨



That is a goat. ⇨

This is a hat ⇨

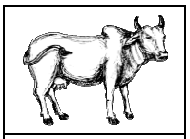
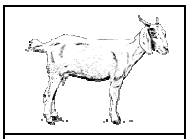
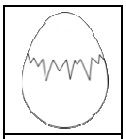
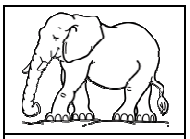


**4. Circle the odd one.** (अलग उच्चारण वाले शब्द पर घेरा लगाए।)

| | | | | |
|---|---|---|---|---|
| a) | Pat | Cat | Pin | Hat |
| b) | Pen | Ten | hen | Pit |
| c) | Pet | Get | Hip | Net |

## Writing

**5. Fill in the blanks. (रिक्त स्थान की पूर्ति कीजिए।)**

|  |  |  | | | |  |
|---|---|---|---|---|---|---|
| .....ow | .....oat | .....gg | .....un | .....at | .....ye | .....lephant |

**6. Make the word using letter. (नए शब्द बनाइए।)**

a)

h → **fat**

↑ ↗

c ← .....at → n

↓

p

.....**fat**.....

.....

.....

.....

b)

p → **sin**

↑ ↗

t ← .....in → b

↓

c

.....**sin**.....

.....

.....

.....

**7. Rearrange the jumbled sentence. (वाक्य को सही क्रम में लगाइए।)**

a) is / a cat / this — This is ..... .....

b) that / a hat / is — That ..... a .....

c) This / a pen / is — ..... is a .....

d) a cow / is / That — ..... is a cow.

**8. Look at the picture and make sentence using "I like.....". (I like का प्रयोग कर वाक्य बनाइए।)**

a) I like .....

b) .....

c) .....

d) .....

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

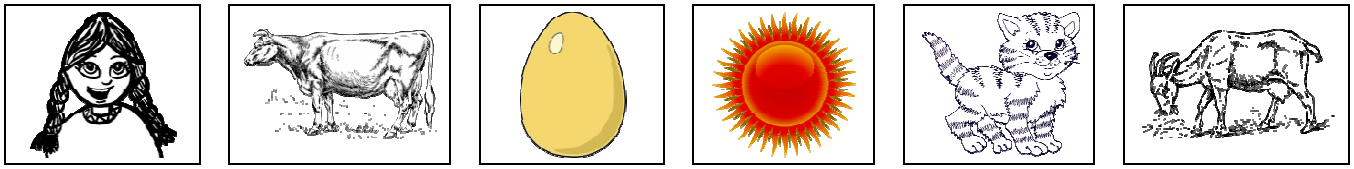
**L1/PW9/CGES/W2** **Letter : C, G, E, S**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

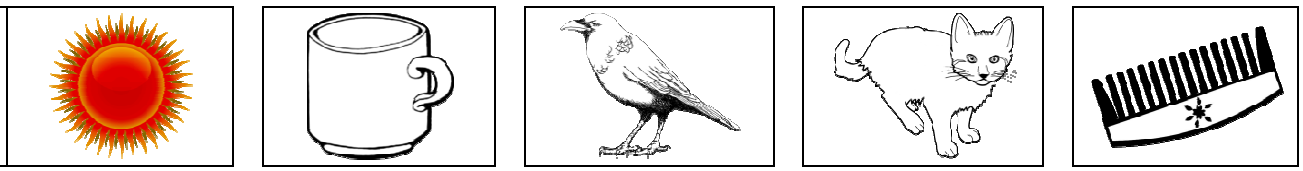
**1. Match picture with correct letter.** (चित्र का वर्ण से मिलान कीजिए।)



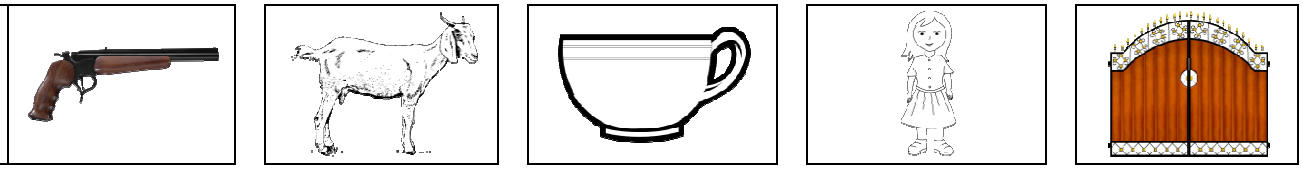
| | | | | | |
|---|---|---|---|---|---|
| s | e | g | c | g | c |

**2. Circle the odd one out.** (भिन्न पर घेरा लगाइए।)

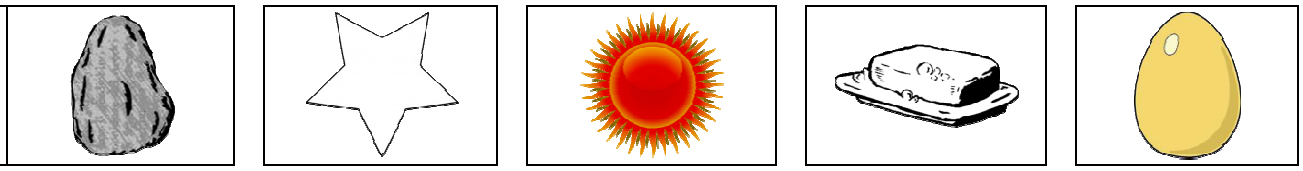
a)



b)



c)



**3. Match sentence with picture.** (चित्र का वाक्य से मिलान कीजिए।)

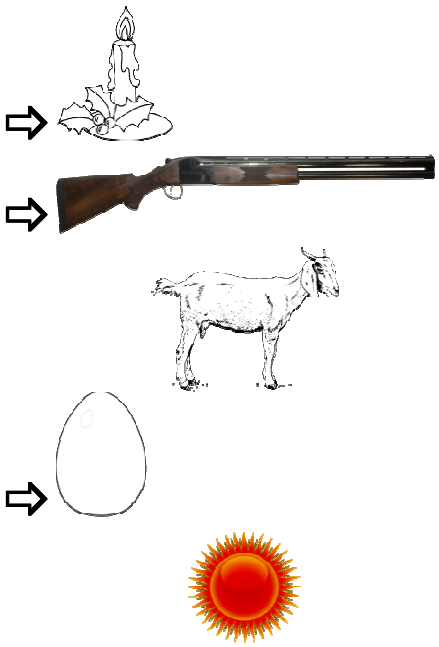
a) This is a gun. ⇨

b) That is a sun. ⇨

c) This is an egg ⇨

d) This is a candle. ⇨

e) That is a goat. ⇨



## Writing

**4. Write the letter beginning with s and e.** (वाक्यों में s और e से शुरु होने वाले शब्द लिखिए।)

a) The cow is eating grass. .....

b) The sun is shining in the sky. .....

c) The elephant likes sugarcane. .....

d) This is a candle. .....

e) I like sugar. .....

**5. Write small and capital letters.** (वर्णों को चारलाइन में लिखिए।)

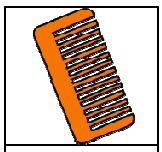
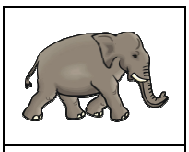
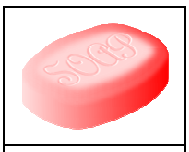
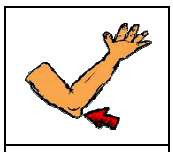
C

g

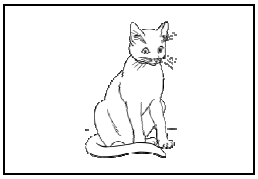
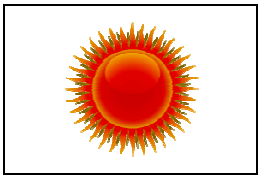
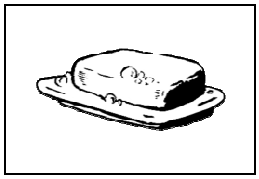
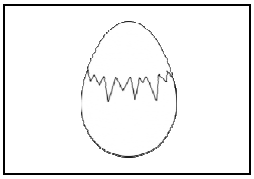
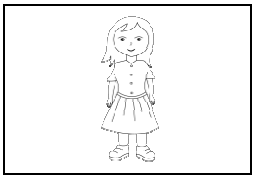
e

S

**6. Fill in the blank.** (रिक्त स्थान की पूर्ति कीजिए।)

| |  |  |  |  | | |
|---|---|---|---|---|---|---|
| .....ate | .....omb | .....lephant | .....oap | .....lbow | .....up | .....un |

**7. Look at the picture and write their first letter in given four-line.** (चित्र देखकर चारलाइन में प्रथम वर्ण लिखिए।)

|  |  |  |  |  |
|---|---|---|---|---|

शिक्षक प्रतिपुष्टि .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

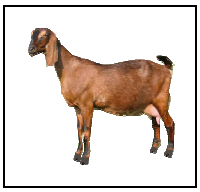
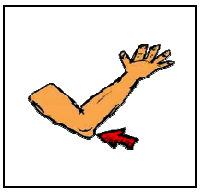
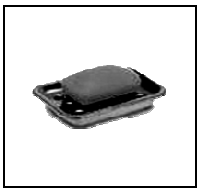
**L1/AW2/W2** **Letter : H, A, T, I, P, N, C, E, G, S**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

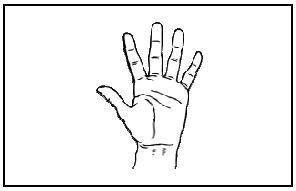
## Reading with comprehension

**1. Look at picture and match with their name.** (चित्र का शब्द से मिलान कीजिए।)

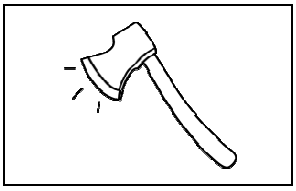




| | | | | | |
|---|---|---|---|---|---|
| nose | elbow | tree | house | soap | goat |

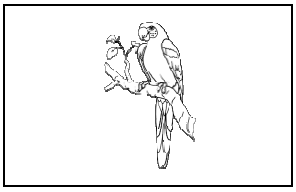
**2. Rearrange the jumble words.** (वर्णों को क्रम में जमाकर शब्द बनाइए।)



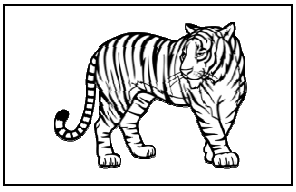
a h d n .....



x e a .....



r o r t p a .....

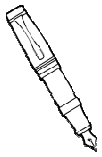


e t g i r .....

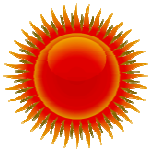
n i k o t p .....

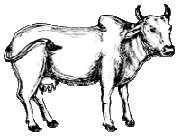
**3. Look at the picture and find their name in given puzzle box. (चित्रों का नाम ढूँढिए।)**

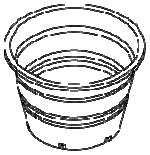
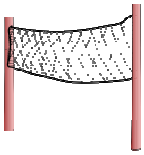
| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| s | b | l | n | o | s | e | d | m | f | s |
| u | r | h | e | n | g | i | i | c | e | t |
| n | e | t | g | h | c | o | d | a | r | b |
| w | x | v | g | u | n | z | x | t | u | b |



| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| c | w | z | x | o | u | n | u | z | t | r |
| o | z | u | p | z | p | o | t | m | a | x |
| w | a | x | e | u | x | x | z | n | p | z |
| z | o | y | n | r | b | e | x | a | n | t |





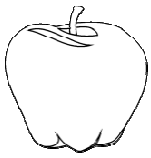
**4. Look at the picture and circle the correct answer. (चित्र देखकर सही उत्तर पर घेरा लगाइए।)**

a) What is this?

This is a papaya.
This is a parrot.

b) What is this?

This is an orange.
This is an apple.

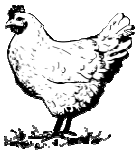


c) What is this?

This is a tomato.
This is a potato.

d) What is this?

This is a hen.
This is a cow.

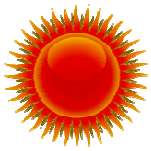


e) What is this?

This is a donkey.
This is a camel.

## Writing

**5. Read the picture and complete the word.** (रिक्त स्थान की पूर्ति कीजिए।)

| | 9 | | | |  |
|---|---|---|---|---|---|
| Ta..... | .....ine | .....at | h.....t | .....lephant | .....un |

**6. Rearrange the words and make sentence.** (शब्दों को क्रम में जमाकर वाक्य बनाइए।)

a) This / a hen / is — This ..... a hen.

b) is / That / an apple — That is ..... .....

c) This / donkey / is a — This ..... ..... donkey.

d) monkey / is a / this — ..... ..... ..... monkey.

**7. Read the short passage and complete the sentence.** (वाक्य पढ़कर उत्तर लिखिए।)

The pigeon is fat. The pigeon is sitting on the tap. The goat is eating papaya. The horse is running with cow. The elephant is going to the gate.

a) The pigeon is .....

b) The ..... is sitting on the .....

c) The goat is eating .....

d) The ..... is running with .....

e) The ..... is going to the .....

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

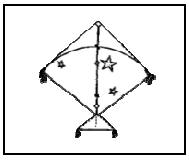
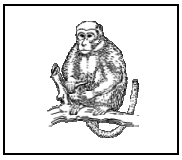
**L1/P10/SKM/W2** **Letter : S, K, M**

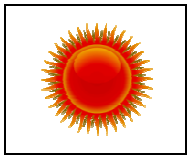
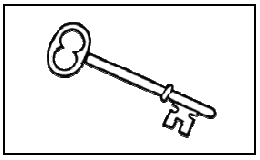
शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with Comprehension

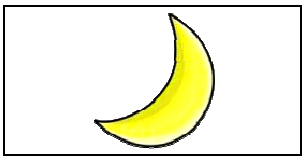
**1. Match the picture with word.** (चित्र का शब्द से मिलान कीजिए।)

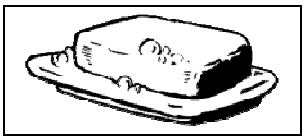



| | | | | | |
|---|---|---|---|---|---|
| sun | soap | key | monkey | mat | kite |

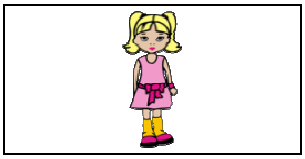
**2. Read the picture and circle the correct one.** (चित्र को देखकर सही शब्द पर घेरा लगाइए।)



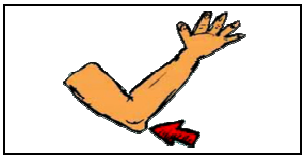
pot moon nail



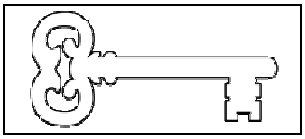
key tomato soap



girl hen king



elbow tap sun



nail mat key

**3. Match word with first letter.** (शब्द का उसके प्रथम वर्ण से मिलान कीजिए।)

| | | | | | |
|---|---|---|---|---|---|
| Kit | Goat | Cow | Elephant | Sun | Mat |
| E | M | S | K | G | C |

**4. Circle the odd one.** (अलग उच्चारण वाले शब्द पर घेरा लगाए।)

| | | | | |
|---|---|---|---|---|
| a) | Hit | Sit | Mat | Pit |
| b) | Pin | Get | Met | Pet |
| c) | Sat | Pet | Hat | Mat |

## Writing

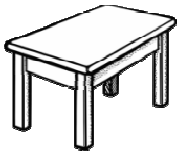
**5. Fill in the blanks.** (रिक्त स्थान की पूर्ति कीजिए।)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| .....otato | .....tar | .....oon | .....ut | .....ing | .....nkpot | .....ose |

**6. Make rhyming word.** (तुकबन्दी वाले शब्द बनाइए।)

| | | | |
|---|---|---|---|
| Hen | ..... | ..... | ..... |
| Sip | ..... | ..... | ..... |
| Tap | ..... | ..... | ..... |

**7. Fill in the blanks with the help of picture.** (चित्र की सहायता से रिक्त स्थान की पूर्ति कीजिए।)

| | | |
|---|---|---|
| a) | | K ..... n ..... |
| b) | | M ..... ng ..... |
| c) | | Eg ..... |
| d) |  | T ..... bl ..... |

**8. Read the words given in the boxes and write a meaningful sentences. (शब्दों का प्रयोग कर वाक्य बनाइए।)**

| | | | |
|---|---|---|---|
| This | | | kite |
| | is | a | mango |
| That | is | an | gun |
| | | | cat |

***Example :*** This is a kite.

a) .....

b) .....

c) .....

d) .....

e) .....

शिक्षक प्रतिपुष्टि .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

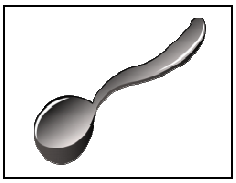
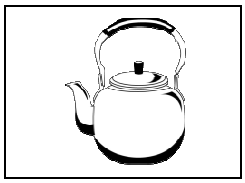
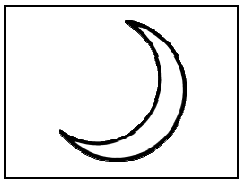
**L1/P11/SKM/W2** **Letter : SKM**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

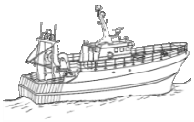
**1. Match the picture with word.** (चित्र का शब्द से मिलान कीजिए।)

| King | Moon | Man | Spoon | Kettle |
|---|---|---|---|---|

**2. Read the picture and circle the correct word.** (चित्र को देखकर सही शब्द पर घेरा लगाइए।)

Pot Mouse Nail



Key Tomato Ship

Elbow Soap elephant

Kitten Kite Kangaroo

**3. Match word with first letter.** (शब्द का उसके प्रथम वर्ण से मिलान कीजिए।)

| king | spoon | kettle | moon | shoulder | marble |
|---|---|---|---|---|---|

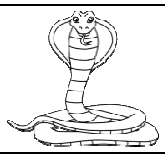
| E | M | S | K | S | K |
|---|---|---|---|---|---|

**4. Circle the odd one.** (अलग उच्चारण वाले शब्द पर घेरा लगाए)

| | | | | |
|---|---|---|---|---|
| (a) | hut | but | shut | mat |
| (b) | dig | pig | big | dog |
| (c) | sad | bad | sit | pad |

## Writing

**5. Fill in the blanks.** (रिक्त स्थान की पूर्ति कीजिए।)

|  | | | |
|---|---|---|---|
| .....nake | .....itten | .....an | .....onkey |

**6. Make rhyming word.** (समान ध्वनि वाले शब्द बनाए।)

Sun .....

Kit .....

Mat .....

**7. Fill in the blanks with the help of picture.** (चित्र की मदद से रिक्त स्थान की पूर्ति कीजिए।)

| | | |
|---|---|---|
| a) | | S.....a..... |
| b) | | M ..... n |
| c) | | K.....tt.....n |

**8. Read the words given in the boxes and write a meaningful sentence.** (रिक्त स्थान की पूर्ति कीजिए।)

This → is → a → kite

man

is an

This ship

kettle

Example : This is a kite.

a) ..... b) .....

c) ..... d) .....

e) ..... f) .....

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

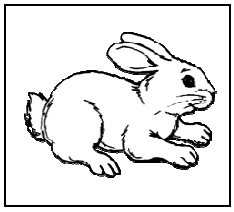
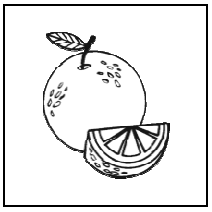
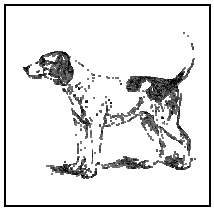
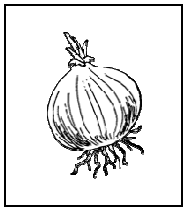
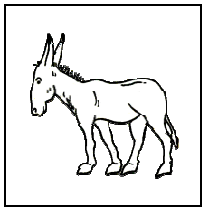
**L1/P13/DRO/W3** **Letter : D, R, O**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

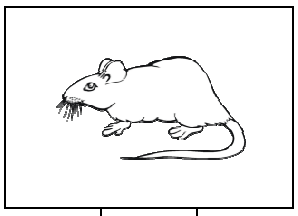
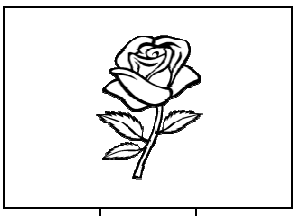
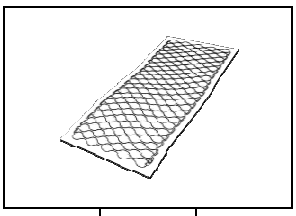
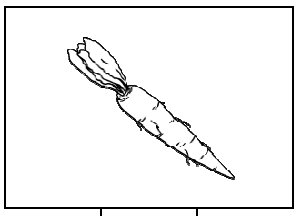
## Reading with comprehension

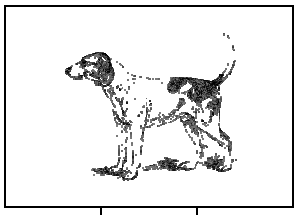
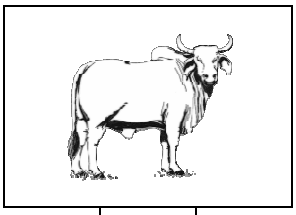
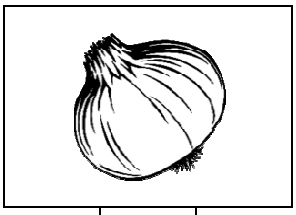
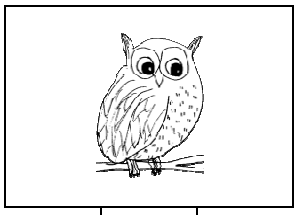
**1. Match picture with word.** (चित्र का शब्द से मिलान कीजिए।)

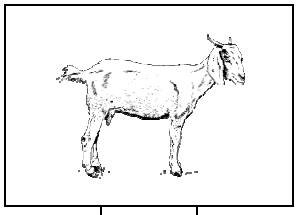
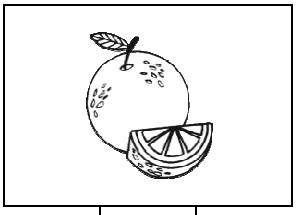






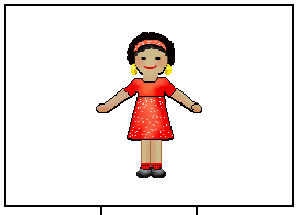
| | | | | | |
|---|---|---|---|---|---|
| Dog | Onion | Donkey | Monkey | Orange | Rabbit |

**2. Tick the odd one out.** (समूह में अलग चित्र पर घेरा लगाइए।)



**3. Circle the correct spelling. (सही शब्द पर घेरा बनाओ।)**

a) This is a rose / ruse / rse.

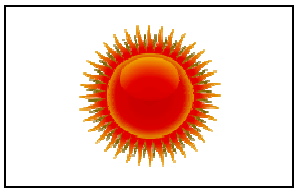
b) That is a kte / cite / kite.

c) This is an eaer / ear / eur.

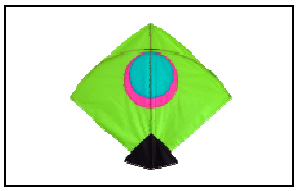
d) This is a dor / dour / door.

**4. Look at the picture and match the sentences. (चित्र देखकर वाक्यों का मिलान कीजिए।)**

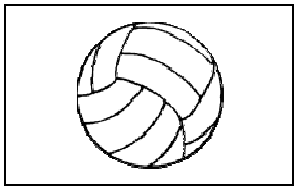
This is a camel.



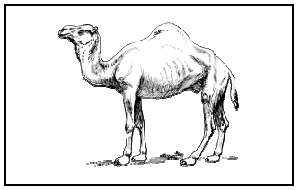
I like orange.



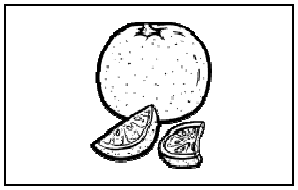
That is the sun.



This is a ball..

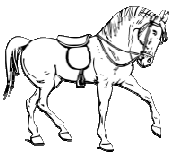


This is a kite.



## Writing

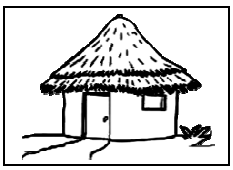
**5. Complete the missing letter looking at the picture. (रिक्त स्थान की पूर्ति कीजिए।)**

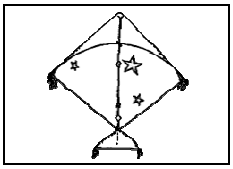
| | | | | | |
|---|---|---|---|---|---|
| | | | |  | |
| .....wl | .....uck | .....oap | .....arden | .....orse | .....amel |

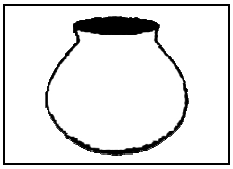
**6. Read the letter and make words. (वर्णों से शुरु होने वाले शब्द बनाइए।)**

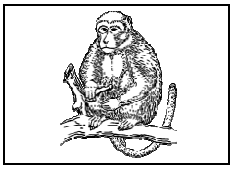
| | | | |
|---|---|---|---|
| R | ..... | ..... | ..... |
| D | ..... | ..... | ..... |
| T | ..... | ..... | ..... |
| M | ..... | ..... | ..... |
| P | ..... | ..... | ..... |

**7. Look at the picture and write spelling in given four-line. (चित्र को देखकर चारलाइन में शब्द लिखिए।)**









**8. Write small letter. (छोटा वर्ण लिखें)**

a) D

b) S

c) R

d) M

शिक्षक प्रतिपुष्टि .....

.....

दिनांक : .....

शिक्षक का नाम एवं हस्ताक्षर.....

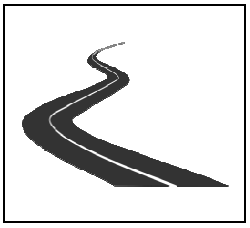
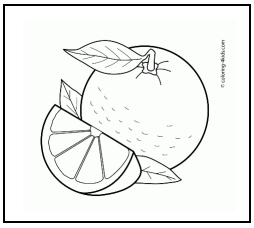
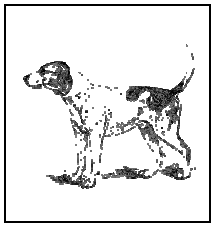
**L1/P14/DRO/W3** **Letter : D, R, O**

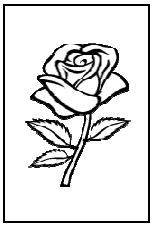
शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

**1. Match the following picture with their name. (चित्र का शब्द से मिलान कीजिए।)**



| Dog | Rose | Road | Orange | Deer | Owl |
|---|---|---|---|---|---|

**2. Rearrange letter to make new word. (सही शब्द बनाइए।)**

i) R/S/E/O ..... ii) A/D/R/O .....

iii) R/A/O/N/G/E ..... vi) G/O/D .....

v) E/D/E/R ..... vi) L/O/W .....

**3. Circle the correct word. (सही शब्द पर घेरा लगाए।)**

| | | | | | |
|---|---|---|---|---|---|
| (i) | | a) Road | b) Hen | c) Dog | d) Fox |
| (ii) | | a) Rose | b) Roas | c) Roase | d) Fox |
| (iii) | | a) Pin | b) Haf | c) Road | d) Girl |
| (iv) | | a) Orange | b) Aurang | c) Orang | d) Oorage |
| (v) | | a) Deer | b) Dear | c) Hen | d) Dog |

**4. Choose the correct spelling.** (सही शब्द पर घेरा लगाए। )

| | | | | |
|---|---|---|---|---|
| (i) | Kite | Kiete | Kita | Kaite |
| (ii) | Dear | Deer | Dere | Derre |
| (iii) | Rood | Rod | Road | Rode |
| (iv) | Orang | Oreng | Orange | Ornge |

## Writing

**5. Look at the picture and write first letter.** (चित्र का प्रथम वर्ण लिखें।)

..... ..... .....

..... ..... .....

**6. Fill in the blank.** (रिक्त स्थान की पूर्ति कीजिए।)

D ..... G

R .....S .....

O ..... L

O .....A .....G .....

**7. Make words using one letter from any box.** (वर्णों को जोड़कर नए शब्द बनाइए।)

| | | | |
|---|---|---|---|
| D<br>R<br>D | E<br>W<br>O<br>A | T<br>A<br>E<br>G<br>S<br>L | E<br>R<br>D |

a) Deer.....

b) .....

c) .....

d) .....

**8. Repeat the word.** (वर्ण को चार लाईन में लिखें।)

D

R

O

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

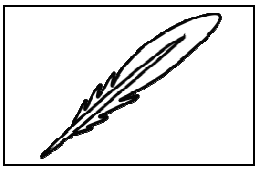
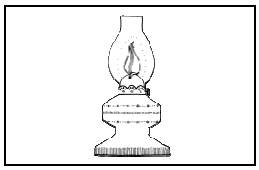
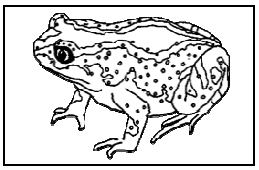
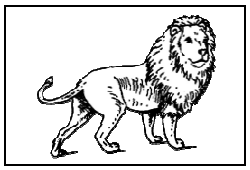
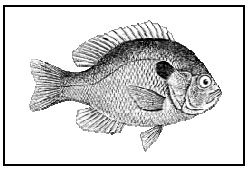
**L1/P15/QLF/W2** **Letter : Q, L, F**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

**1. Match the following picture with their name.** (चित्र का शब्द से मिलान कीजिए।)

| Frog | Fish | Lion | Quill | Lamp |
|---|---|---|---|---|

**2. Match the word beginning with same first letter.** (समान वर्ण से शुरू होने वाले शब्दों को मिलाए।)

| | | | | |
|---|---|---|---|---|
| Ladder | Queen | Rabbit | Orange | Fish |
| Frog | Onion | Quill | Liin | Rain |

**3. Circle the word with letter Q and L.** (Q and L वर्ण वाले शब्द पर घेरा लगाइए।)

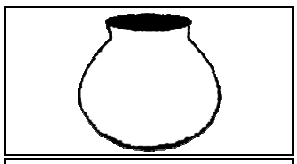
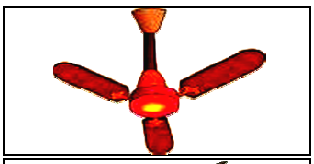
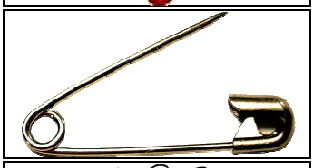
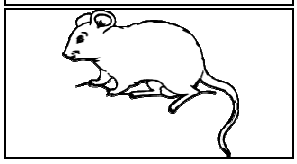
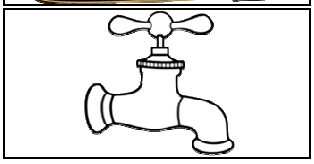
Quit Late Lamp Tip Quick

**4. Circle the odd one.** (अलग ध्वनि वाले शब्द पर घेरा लगाए।)

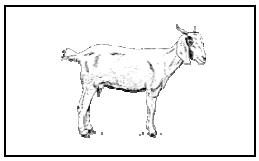
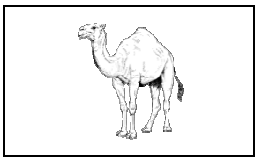
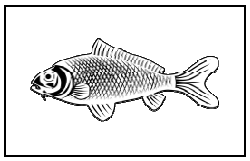
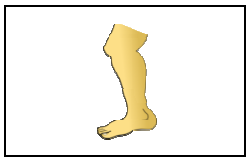
| | | | | |
|---|---|---|---|---|
| a) | Fit | Hit | Met | Kite |
| b) | Man | Tip | Lip | Hip |
| c) | Hen | Ten | Pen | Sap |

## Writing

**5. Look at the picture and fill in the blank using (i, o, a).** (i, o, a का प्रयोग कर रिक्त स्थान की पूर्ति कीजिए।)

| | | | |
|---|---|---|---|
|  | P.....t |  | F.....n |
| | C.....t |  | P.....n |
|  | R.....t |  | T.....p |

**6. Write the first letter of given picture in four-line. (चित्र के प्रथम वर्ण को चारलाइन में लिखिए।)**

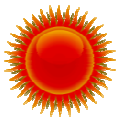





**7. Look at the picture and fill in the blank the using This/That in given sentences. (This/That का प्रयोग कर रिक्त स्थान की पूर्ति कीजिए।)**

a) ..... is a lion. ⇨

b) ..... is a garden. ⇨

c) ..... is the sun. ⇨



d) ..... is a frog. ⇨

e) ..... is a moon. ⇨

**8. Read the picture and complete the sentence. (चित्र की सहायता से वाक्य पूरा कीजिए।)**

a) This is a .....

b) I like .....

c) That is a .....

d) I do not like .....

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

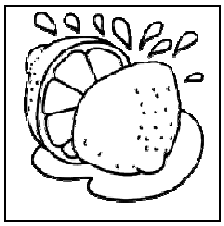
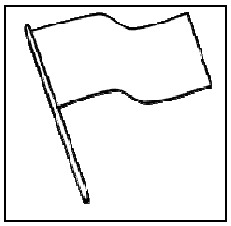
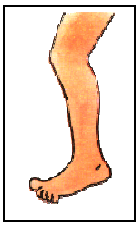
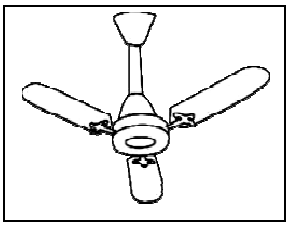
**L1/PW16/QLF/W3** **Letter : Q, L, F**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

**1. Match the following picture with their name.** (चित्र का शब्द से मिलान कीजिए।)

| Flag | Fan | Leg | Queen | Lemon |
|---|---|---|---|---|

**2. Match the word beginning with same first letter.** (समान वर्ण से शुरू होने वाले शब्दों को मिलाए।)

| | | | | |
|---|---|---|---|---|
| Leg | Quit | Rose | Onion | Finger |
| Frog | Ox | Quill | Lion | Rat |

**3. Circle the world with letter Q and L.** (Q and L से शुरू होने वाले शब्द पर घेरा लगाइए।)

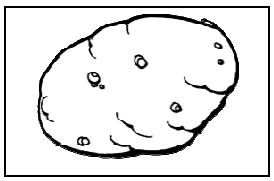
Quarter Log Lemon Tap Quick

**4. Circle the odd one.** (अलग ध्वनि वाले शब्द पर घेरा लगाए)

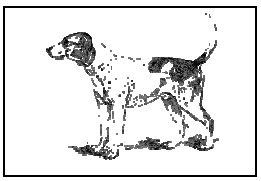
| | | | | |
|---|---|---|---|---|
| a) | Sit | Pit | Kit | Met |
| b) | Man | Fan | Pan | Sin |
| c) | Hen | Pen | Ten | Cap |

## Writing

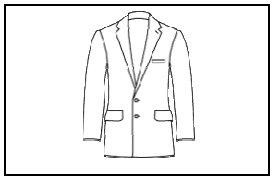
**5. Look at the picture and fill in the blank using i, o, a.** ( i, o, a का प्रयोग कर रिक्त स्थान की पूर्ति कीजिए।)



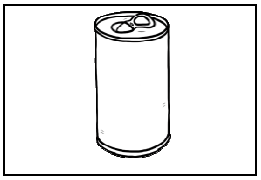
P.....tat



D.....g



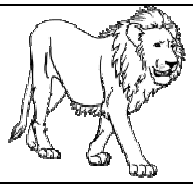
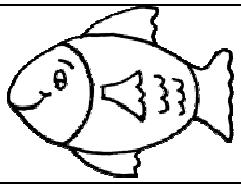
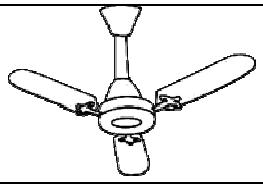
C.....at



T.....n

| | | | |
|---|---|---|---|
| | C.....t | | .....range |

**6. Write the first letter of given picture in four line.** (चित्र के प्रथम वर्ण को चार लाइन में लिखिए।)

| | | | |
|---|---|---|---|
| |  |  |  |

**7. Look at the picture and fill in the blank the using This/That in given sentences.** (This/That का प्रयोग कर रिक्त स्थान की पूर्ति कीजिए।)

a) ..... is a leg →

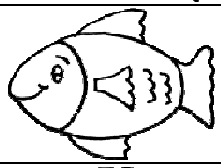
b) ..... is a gun →

c) ..... is a shop →

d) ..... is a fan →

e) ..... is a monkey →

**8. Read the picture complete the sentences.** (चित्र की सहायता से वाक्य को पूरा कीजिए)

| | | | |
|---|---|---|---|
| a) | This is a | | ..... |
| b) | I like |  | ..... |
| c) | That is a | | ..... |
| d) | I do not like | | .....s |

शिक्षक प्रतिपुष्टि .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

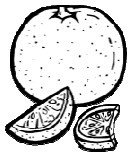
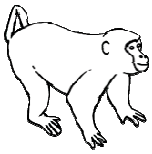
**L1/AW3/W3** **Letter : K, D, M, R, O, Q**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

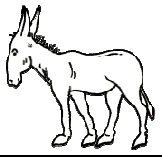
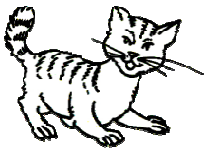
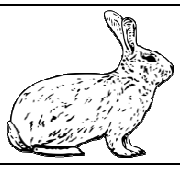
## Reading with comprehension

**1. Look at the picture and circle the right word.** (चित्र देखकर सही शब्द पर घेरा लगाइए।)

| | | | | | |
|---|---|---|---|---|---|
| | horse |  | apple |  | monkey |
| | dog | | potato | | goat |
| | cow | | orange | | tiger |

| | | | | | |
|---|---|---|---|---|---|
| | cat | | ring | | onion |
| | rat | | king | | queen |
| | hat | | ice | | papaya |

**2. Match the picture with the sentence.** (चित्र का वाक्य से मिलान कीजिए।)

| | |
|---|---|
|  | I like rabbit. |
| | This is a donkey. |
| | That is a monkey. |
|  | This is a queen. |
|  | I like kitten. |

**3. Tick the right sentences. (सही वाक्य पर ✓लगाइए।)**

a) That is a queen.

This is a queen.

b) That is an orange.

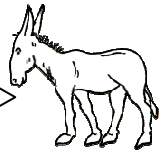
This is an orange.

c) This is a cat.

That is a cat.

d) This is a donkey

That is a monkey.



**4. Write all animals name, fruits name and vegetables name. (वाक्य पढ़कर जानवर, फल व सब्जियों के नाम लिखिए।)**

a) The dog is eating papaya. .....

b) The potato is brown. .....

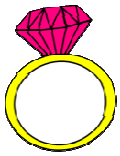
c) The tiger is running with the donkey. .....

d) An apple is red. .....

e) The colour of the radish is white. .....

## Writing

**5. Complete the word. (रिक्त स्थान की पूर्ति कीजिए।)**

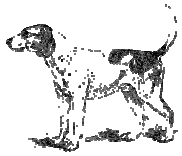
| | | | | | |
|---|---|---|---|---|---|
| | | | |  | |
| .....uilt | .....ouse | .....ettle | .....onkey | .....ing | .....iger |

**6. Write any word for given letter. (दिए गए वर्ण से शुरु होने वाले शब्द बनाइए।)**

| | | | |
|---|---|---|---|
| T | ..... | ..... | ..... |
| R | ..... | ..... | ..... |
| S | ..... | ..... | ..... |
| H | ..... | ..... | ..... |
| G | ..... | ..... | ..... |
| M | ..... | ..... | ..... |

**7. Looking at the picture and make sentence using this is/that is. (this is/that is से चित्र को देखकर वाक्य बनाइए।)**

a) ..... ⇨

b) ..... ⇨ 

c) ..... ⇨

d) ..... ⇨

**8. Looking at the picture and complete the passage. (चित्र की मदद से वाक्य को पूरा कीजिए।)**

This is my ..... . I can eat ..... , ..... , .....

and..... . The dog is running in the ..... . The .....

is dancing on the ..... . I like ..... . I do not like ..... .

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

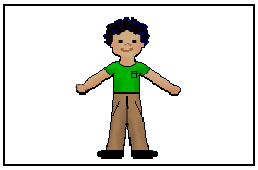
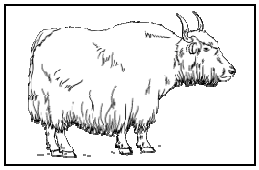
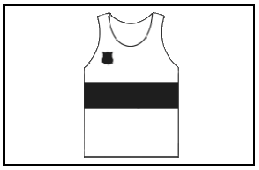
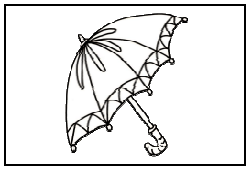
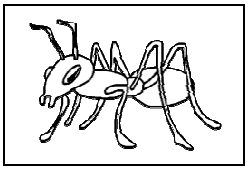
**L1/P18/BUVY/W4** **Letter : B, U, V, Y**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

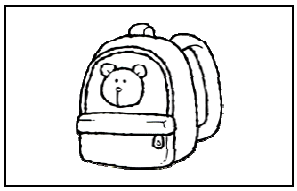
## Reading with comprehension

**1. Match the following.** (मिलान की कीजिए।)

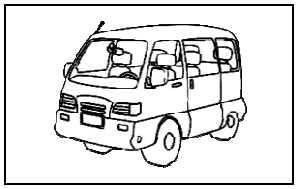






| vest | ant | boy | yak | umbrella |
|---|---|---|---|---|

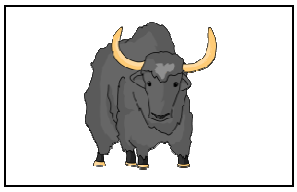
**2. Tick the correct word.** (चित्र की मदद से सही शब्द पर घेरा लगाइए।)



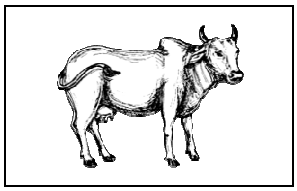
tap pen bag



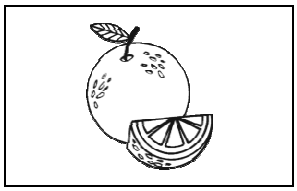
mat van hut



duck yak apple



cat dog cow



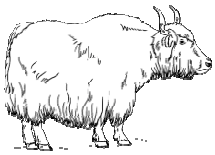
fruit vegetables orange

**3. Read the sentence and circle the correct one.** (वाक्य पढ़े व सही पर घेरा लगाए।)

a) That is a car. ⇨

b) This is a van. ⇨

c) This is a boy. ⇨

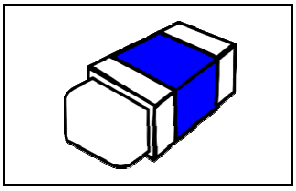
d) That is a yak. ⇨ 

**4. Identify the odd one.** (अलग ध्वनि वाले शब्द पर घेरा लगाए।)

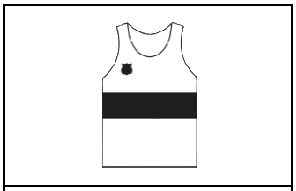
| | | | | |
|---|---|---|---|---|
| a) | Boy | Ball | Cat | Bus |
| b) | Van | Vulture | Vest | Orange |
| c) | Rabbit | Radish | Rat | Umbrella |

## Writing

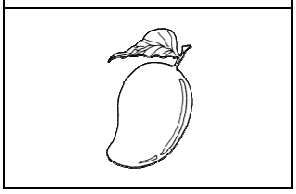
**5. Rearrange the letter and make correct word.** (वर्णों को क्रम में जमाकर सही शब्द बनाइए।)



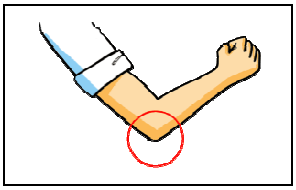
u / b / b / e / r .....



e / s / t / v .....

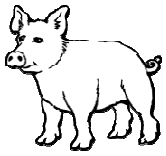


n / g / m / o / a .....



l / e / b / o / w .....

**6. Connect it and write it. (वर्णों को जोड़कर शब्द बनाइए।)**

| | | | | |
|---|---|---|---|---|
|  | P | K | C | **Pig** |
| | O | i | g | |
| | f | a | o | |
| | R | m | t | |
| | P | S | P | |
| | T | O | n | |
| | h | O | P | |
| | b | P | t | |

**7. Rearrange jumbled sentence. (शब्दों को क्रम में लगाइए।)**

a) a mango / this / is .....

b) That / a kite / is .....

c) is a / radish / This .....

d) potato / is a / That .....

**8. Write capital letters. (बड़ा वर्ण लिखो)**

a) y

b) b

c) r

d) g

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

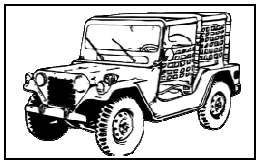
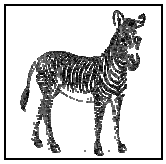
**L1/PW19/JWZX/W4** **Letter : J, W, Z, X**

शाला का नाम : ---------- रोल नं. : ----------

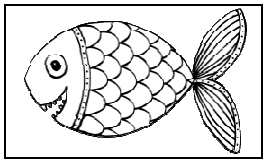
विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

**1. Read the picture and tick the correct name.** (चित्र देखकर सही शब्द पर घेरा लगाइए।)

Well Cup X-ray Jeep hut Zebra



car jeans fish dog watch kite

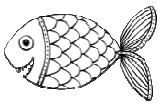
**2. Circle the odd one.** (अलग उच्चारण वाले शब्द पर घेरा लगाइए।)

| | | | | |
|---|---|---|---|---|
| a) | But | Bat | Hut | Cut |
| b) | Sit | Hit | Kit | Pen |
| c) | Fun | Sun | Hen | Gun |
| d) | Pot | Pet | Get | Set |

**3. Circle the letter j/J and W/w.** ( j/J, w/W वर्ण पर घेरा लगाइए।)

Cow Jam Toffe Jar Bow

**4. Circle the picture beginning with j.** ( j से शुरू होने वाले चित्र पर घेरा लगाइए।)



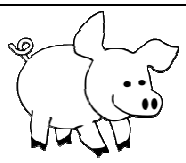
## Writing

**5. Read and write new word.** (नए शब्द बनाइए।)

s + un b + un c + up j + ug

h + ot c + ot p + it B + at

**6. Complete the missing letter. (रिक्त स्थान की पूर्ति कीजिए।)**

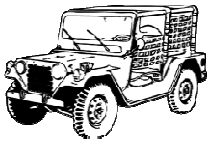
| | | | |
|---|---|---|---|
| | .....ero | | .....all |
| | .....ug |  | .....ig |
| | .....ray | | .....ueen |

**7. Make sentence using this/that with the help of picture. (this/that का प्रयोग कर वाक्य बनाए।)**

a) .....

b) .....

c) .....

d)  .....

**8. Write small letter. (छोटा वर्ण लिखें।)**

a) J

b) B

c) W

d) Y

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : .....

शिक्षक का नाम एवं हस्ताक्षर.....

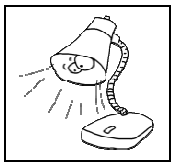
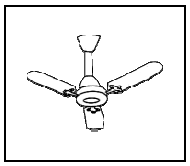
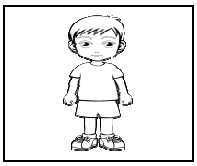
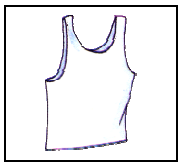
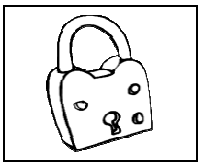
**L1/P17/AW4/W4** **Letter : L, F, B, V, R, K, M**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

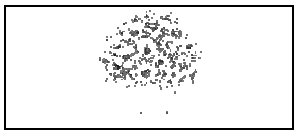
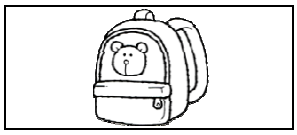
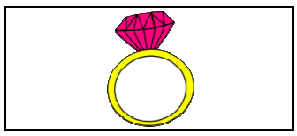
**1. Match the picture with their name.** (चित्र का शब्द से मिलान कीजिए।)

5

| Five | Lamp | Lock | Boy | Vest | Fan |
|---|---|---|---|---|---|

**2. Look at the picture and circle the right word.** (चित्र देखकर सही शब्द पर घेरा लगाइए।)

| | | | |
|---|---|---|---|
| | Lock | Leaf | Lamp |
|  | Village | Van | Vase |
|  | bag | bucket | basket |
| | Fan | Frock | Frog |
| | Key | Kettle | King |
|  | ring | rat | rose |

**3. Read and circle the correct word.** (सही शब्द पर घेरा लगाए।)

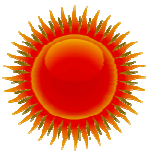
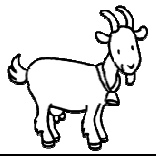
| | | | |
|---|---|---|---|
| a) | Vmbralla | Umbrella | Umbrolla |
| b) | Fish | Fesh | Fiesh |
| c) | Leep | Lep | Lip |
| d) | Bes | Bus | Bas |

## Writing

**4. Rearrange the letter and make words. (वर्णों को क्रम में जमाकर सही शब्द बनाइए।)**

| | | | | |
|---|---|---|---|---|
| i l n o | r g o f | l l a b | n v a | o o n m |
| ..... | ..... | ..... | ..... | ..... |

**5. Fill the missing letter. (रिक्त स्थान की पूर्ति कीजिए।)**

| | | |  | |  |
|---|---|---|---|---|---|
| .....oc..... | .....a..... | ba..... | s.....n | .....es..... | .....oa..... |

**6. Rearrange the word and make sentences. (शब्दों को क्रम में जमाकर वाक्य बनाइए।)**

a) This / is a / Van .....

b) onion / This / is an .....

c) is / this / a buffalo .....

d) a frog / is / that .....

**7. Read the word and make rhyming words. (समान ध्वनि वाले शब्द बनाइए।)**

| | | | | |
|---|---|---|---|---|
| Fan | ..... | ..... | ..... | ..... |
| bag | ..... | ..... | ..... | ..... |
| hut | ..... | ..... | ..... | ..... |
| pin | ..... | ..... | ..... | ..... |

**8. Read the paragraph and complete the sentences. (वाक्य पढ़कर उत्तर लिखिए।)**

Tara is a girl. She is sitting in the garden. She like to play game. She sees birds, fruits in the garden. She does not like to run. She likes butterfly and frog. She can play with them.

a) Tara is a .....

b) She sees ....., .....in the garden.

c) ..... does not like to .....

d) She like .....and .....

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....

**L1/AW5/W4** **Letter : W, Y, J, N, C, V, T, P**

शाला का नाम : ---------- रोल नं. : ----------

विद्यार्थी का नाम : ---------- दिनांक : ----------

## Reading with comprehension

**1. Circle the right word with the help of picture. (चित्र की मदद से सही शब्द पर घेरा लगाइए।)**

| | | | |
|---|---|---|---|
| | well | watch | wall |
| | yak | yatch | yellow |
| | jeep | jackal | jug |
| | zebra | zip | zero |

**2. Match the similar sound words. (समान ध्वनि वाले शब्द मिलाइए।)**

| | | | |
|---|---|---|---|
| mat | cap | pin | map |
| Bin | Cot | Pat | Pen |
| hot | tin | men | pot |
| ten | tap | hen | hat |

## Writing

**3. Tick the wrong pair. (गलत पर × लगाइए।)**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| bat | mat | jug | kite | goat | cat | dog | rat |
| | | | | | | | |
| well | wall | ball | wall | pin | tin | top | pot |
| | | | | | | | |

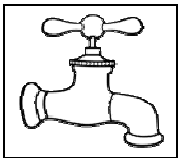
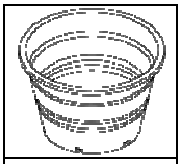
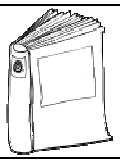
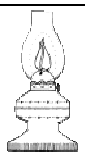
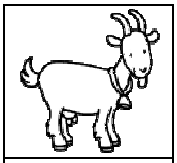
**4. Rearrange the jumble letter. (वर्णों को क्रम में जमाकर शब्द बनाइए।)**

| | | | | |
|---|---|---|---|---|
| l w l a | e e p j | k y a | e z r o | o l w |
| ..... | ..... | ..... | ..... | ..... |

**5. Complete the word. (रिक्त स्थान की पूर्ति कीजिए।)**

| | | | | |
|---|---|---|---|---|
| .....am..... | .....oy | .....ell | .....e.....r..... | .....ack.....l |

**6. Write the name of picture. (चित्रों के नाम लिखिए।)**

|  |  | |  |  | |  |
|---|---|---|---|---|---|---|
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |

**7. Write the words by looking at the pictures. (चित्रों के नाम लिखकर वाक्यों को पूरे कीजिए।)**

This is a ..... . Sitting on a ..... . The monkey is eating a ..... . A ..... is running under the ..... . A boy is playing with a ..... and ..... is jumping.

**8. Write the fruits, vegetable, animals name starting with given letter. (दिए गए वर्ण से शुरु होने वाले फल, जानवर व सब्जी के नाम लिखिए।)**

| | A | M | T | P |
|---|---|---|---|---|
| 1. | ..... | ..... | ..... | ..... |
| 2. | ..... | ..... | ..... | ..... |
| 3. | ..... | ..... | ..... | ..... |

**शिक्षक प्रतिपुष्टि** .....

.....

दिनांक : ..... शिक्षक का नाम एवं हस्ताक्षर.....